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ABSTRACT

This curriculum guide is designed to help teachers assist secondary students in Alberta (Canada) in meeting the following objectives: develop skills that can be applied in their daily lives, refine career planning skills, develop technology-related skills in communication technology, enhance employability skills, and apply and reinforce learning from other subject areas. The curriculum is organized is strands and modules. This guide for the communication technology strand contains 33 modules that define what a student is expected to know and be able to do. The guide is organized into the following sections: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in career and technology studies; (2) strand rationale, philosophy, and organization; (3) planning for instruction for career and technology and communication technology courses; (4) curriculum and assessment standards for introductory communication technology competencies; (5) curriculum and assessment standards for intermediate communication technology competencies; (6) curriculum and assessment standards for advanced communication technology competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guide. (YLB)

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ED 410 474

CAREER & TECHNOLOGY STUDIES

COMMUNICATION TECHNOLOGY

GUIDE TO STANDARDS AND IMPLEMENTATION

1997

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Students	
Teachers	✓

Program/Level: Career and Technology Studies/Secondary

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This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation*.

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended, and is required for implementation. **Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.**

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CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

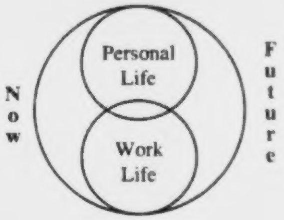
Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, ***students*** in CTS ***will***:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

CAREERS



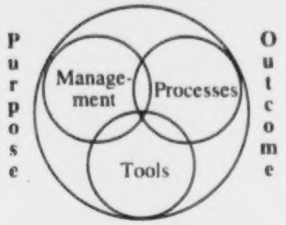
A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.

TECHNOLOGY



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
    - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
    - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
    - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
    - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
    - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)
    - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **modules**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites. Recommendations for module parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations; i.e., who have the designated competencies, will qualify for one credit toward their high school diploma.

Specific learner expectations provide a more detailed framework for instruction. Within the context of module learner expectations, the specific learner expectations further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	33
2. Career Transitions	28
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	19
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

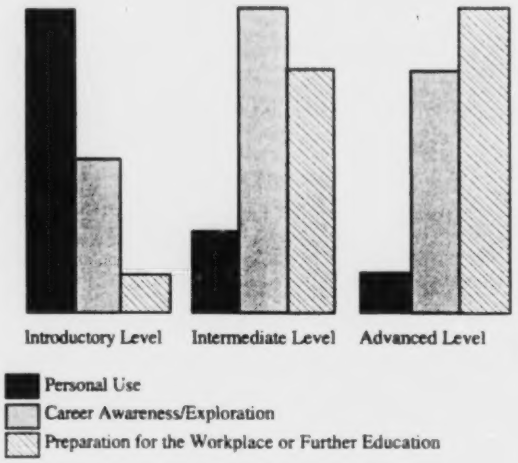
Modules are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies of each module learner expectation. To receive credit for a module, students must demonstrate competency at the level specified by the conditions and criteria defined for each module learner expectation.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

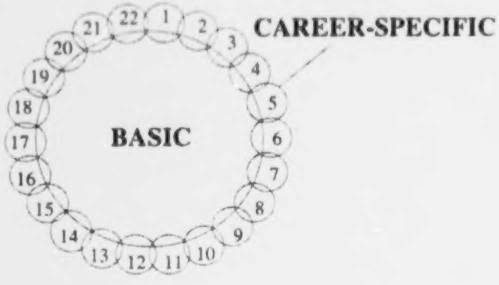
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction ☐ sets goals and establishes steps to achieve them, with direction	☐ follows detailed instructions on an independent basis ☐ sets clear goals and establishes steps to achieve them	☐ → ☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies ☐ cooperates with others in the effective use of learning strategies	☐ → ☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— *The student:*	**Stage 2—** *The student:*	**Stage 3—** *The student:*	**Stage 4—** *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ →	☐ →	☐ →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ →	☐ →
☐ follows appropriate/emergency response procedures	☐ →	☐ →	☐ →
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

★ Developmental Framework			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

COMMUNICATION TECHNOLOGY

B. STRAND RATIONALE AND PHILOSOPHY

In an information society characterized by rapid change in the social, economic and technological environments, students must be prepared to use information and technology effectively and efficiently. Communication Technology, a strand in Career and Technology Studies, helps students develop a broad awareness of the impact that presentation and communication, print, photography, and media design and application make in every aspect of their lives.

The knowledge and skills acquired from studying Communication Technology are transferable throughout the core and complementary curricula, giving students an edge in presenting their views and ideas, in understanding others and in completing projects.

For example, a student may no longer be restricted to doing an essay or preparing a written report as part of a course requirement. Instead, the student may use any combination of Communication Technology skills to complete an assignment. On a more personal level, the student may apply these skills in everyday activities.

Finally, as the communications industry becomes more and more sophisticated, and as the merging of the different communication technologies continues to evolve, it is imperative that students improve their level of media and technological literacy in order to cope with their daily chores. Students need to broaden their horizons to include the latest digital technology as it applies to print, photography, animation, and audio and video production, whether they intend to apply these skills professionally or for their personal use. Communication skills are necessary for the pursuit of a successful career in any field, and communicating effectively using a variety of media gives students an advantage as they enter the information age of the 21st century.

Within the philosophy of Career and Technology Studies, *students* in Communication Technology *will*:

- develop the basic knowledge, skills and attitudes necessary for exploration and pursuit of further training for a career in the communication technology field
- demonstrate an understanding of the various sectors of the industry and of their own potential with respect to job opportunities
- learn how to function in a productive team environment and how to develop individual competence in a creative and imaginative way
- develop a positive self-concept and realistic life goals through exploring personal interests and aptitudes
- develop the ability to function as media and technologically literate citizens, and understand not only the technological factors, but also the social, cultural and global issues that affect the various communication media

- develop expertise in applying creative thinking and enterprising/innovative strategies to problem solving
- develop an appreciation for environmental, safety and ethical issues related to communication technology
- develop an appreciation for local, regional and global contribution to communication technology
- develop a positive attitude toward work ethics, productivity and time management.

STRAND ORGANIZATION

Communication Technology is offered at three levels. The introductory level provides students with the basic knowledge, skills and attitudes necessary for personal use. The intermediate level focuses on the knowledge, skills and attitudes that would apply to many sectors of the industry. At the advanced level, students learn more career-specific knowledge, skills and attitudes that prepare them for embarking on a career in the communication technology industry, or for further education or training.

THEMES

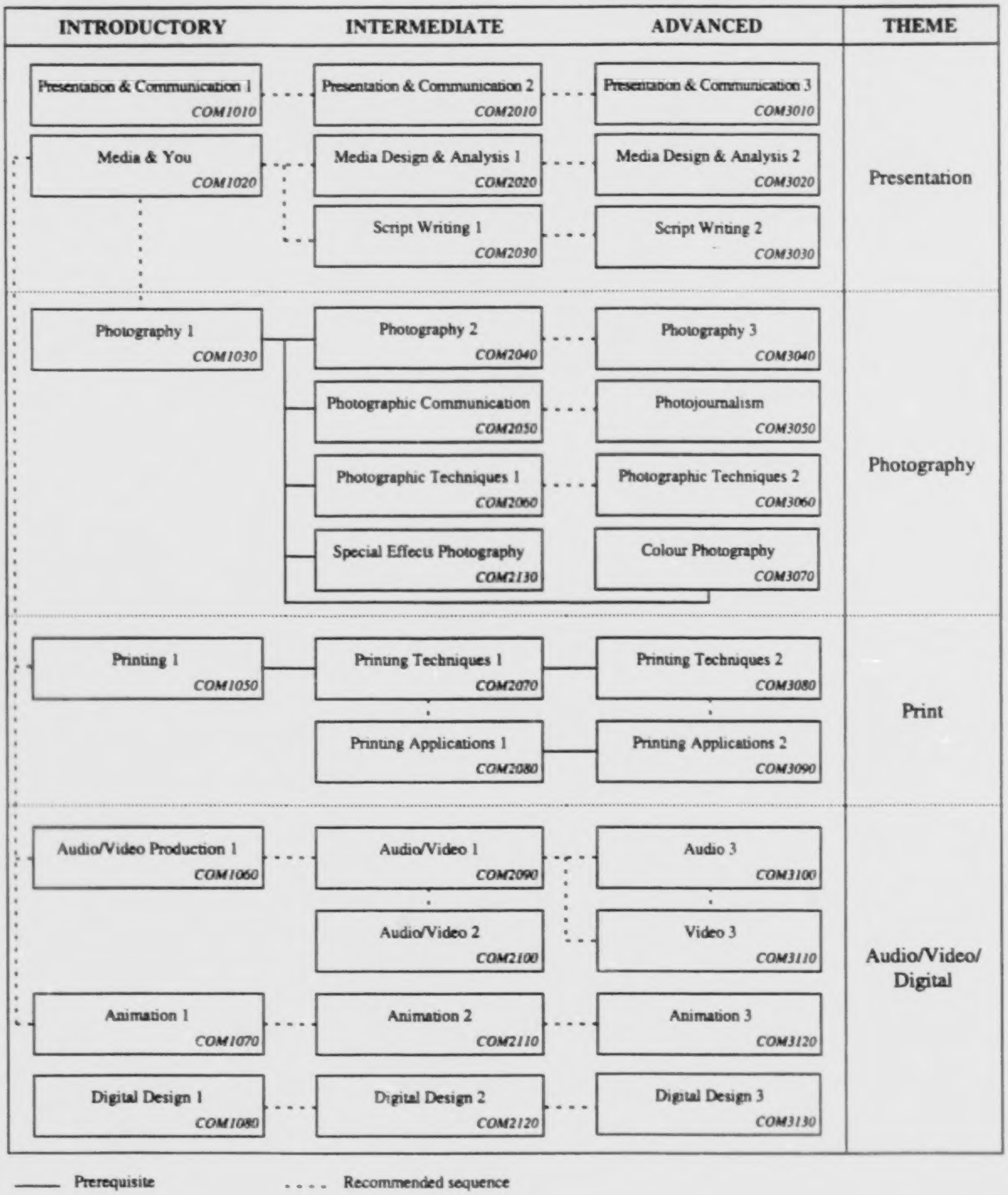
The Communication Technology modules are grouped according to the following themes: presentation, photography, print and audio/video.

These themes reflect the manner in which teachers and schools have traditionally organized content for instructional purposes. As the technologies continue to merge, however, it is possible to deliver instruction that addresses all of the themes. Modules such as Media Design, Digital Design, and Presentation and Communication are prime examples.

INTEGRATING CONCEPTS

Three concepts recur in Communication Technology: processes and procedures, applied technologies, and presentation. Presentation consists of critiquing and portfolio, and both of these concepts are emphasized throughout all the modules. As the student moves from the introductory to the advanced level, he or she should become more adept at critiquing, and refining a portfolio.

Also, at the advanced level the student should be concentrating on creating a portfolio that demonstrates that he or she has the competencies for a given module. As well, the portfolio can be used when applying to go to a post-secondary institution, while talking to a prospective employer, or if applying for a volunteer position.


INTRODUCTORY
INTERMEDIATE
ADVANCED
THEME
Presentation & Communication 1 COM1010
Presentation & Communication 2 COM2010
Presentation & Communication 3 COM3010
Media & You COM1020
Media Design & Analysis 1 COM2020
Media Design & Analysis 2 COM3020
Script Writing 1 COM2030
Script Writing 2 COM3030
Presentation
Photography 1 COM1030
Photography 2 COM2040
Photography 3 COM3040
Photographic Communication COM2050
Photojournalism COM3050
Photographic Techniques 1 COM2060
Photographic Techniques 2 COM3060
Special Effects Photography COM2130
Colour Photography COM3070
Photography
Printing 1 COM1050
Printing Techniques 1 COM2070
Printing Techniques 2 COM3080
Printing Applications 1 COM2080
Printing Applications 2 COM3090
Print
Audio/Video Production 1 COM1060
Audio/Video 1 COM2090
Audio 3 COM3100
Audio/Video 2 COM2100
Video 3 COM3110
Animation 1 COM1070
Animation 2 COM2110
Animation 3 COM3120
Digital Design 1 COM1080
Digital Design 2 COM2120
Digital Design 3 COM3130
Audio/Video/ Digital
Prerequisite
Recommended sequence

MODULE DESCRIPTIONS

Module COM1010: Presentation & Communication 1
Students communicate by using speech, body language and audio/visual materials and equipment.

Module COM1020: Media & You
Students are provided with a hands-on introduction to the various segments of communication studies: presentation and communication, photography, print, and audio/video production.

Module COM1030: Photography 1
Students operate a camera to take photographs and produce prints.

Module COM1050: Printing 1
Students are introduced to basic layout/design techniques and to various print reproduction processes; e.g., offset, screen, electrostatic.

Module COM1060: Audio/Video Production 1
Students acquire basic production skills through the use of simple audio and/or video equipment and techniques.

Module COM1070: Animation 1
Students are introduced to a variety of animation techniques and are given the opportunity to produce simple animation.

Module COM1080: Digital Design 1
Students are introduced to the integration of various media; e.g., audio, video, photographic, graphic, for the purpose of producing a multimedia message.

Module COM2010: Presentation & Communication 2
Students use verbal and nonverbal communication skills to produce and deliver presentations incorporating a variety of media.

Module COM2020: Media Design & Analysis 1
Students explore various media and examine their impact on personal, community and national interests.

Module COM2030: Script Writing 1
Students write sample scripts for a variety of media forms.

Module COM2040: Photography 2
Students review and expand on the concepts outlined in Basic Photography 1, including composition, exposure, camera operation, image processing, proofing and enlarging.

Module COM2050: Photographic Communication
Students use photographic prints, slides or digital images to communicate a message or tell a story.

Module COM2060: Photographic Techniques 1
Students expand photographic concepts using various lenses and applying depth of field in composition.

Module COM2070: Printing Techniques 1
Students are introduced to single-register reproductive printing.

Module COM2080: Printing Applications 1
Students apply the technique of single-register printing to practical situations.

Module COM2090: Audio/Video 1
Students expand on basic audio/video production techniques.

Module COM2100: Audio/Video 2
Students build on production skills through application of preproduction and post-production techniques.

Module COM2110: Animation 2
Students build skills in planning, idea development and storytelling technique, and their application through various animation methods.

Module COM2120: Digital Design 2
Students enhance their abilities to integrate various media for the purpose of producing a multimedia message for a target audience, using the computer as a significant production tool.

Module COM2130: Special Effects Photography
Students are introduced to the creative use of the camera, the darkroom and/or digital techniques, in order to produce various photographic effects.

Module COM3010: Presentation & Communication 3
Students refine presentation skills specific to a target audience.

Module COM3020: Media Design & Analysis 2
Students use school and/or community resources to produce messages for a target audience to be delivered through two or more media.

Module COM3030: Script Writing 2
Students refine script-writing skills by producing scripts for specific media formats.

Module COM3040: Photography 3
Students apply various light sources, multiple lighting arrangements and metering techniques with an emphasis on flash and studio lighting.

Module COM3050: Photojournalism
Students are introduced to photojournalism.

Module COM3060: Photographic Techniques 2
Students create special photographic effects through a variety of approaches, including advanced enlarging techniques, high contrast derivations, toning, retouching and print presentation.

Module COM3070: Colour Photography
Students are introduced to colour photography.

Module COM3080: Printing Techniques 2
Students are introduced to multiregister reproductive printing.

Module COM3090: Printing Applications 2
Students apply the technique of multiregister printing to practical situations.

Module COM3100: Audio 3
Students plan, develop and produce specific audio projects.

Module COM3110: Video 3
Students plan, develop and produce specific video projects.

Module COM3120: Animation 3
Students apply production planning techniques to produce animation that tells a story, communicates an idea or message, or creates a mood or theme. Students select and employ traditional animation techniques for the project work..

Module COM3130: Digital Design 3
Students develop and produce multimedia messages within a common theme and for a client who has an identified target audience. Students select and use a variety of media and justify their selection based on the strengths of the media and appropriateness to the task. Digital technology forms a key link in all project work.

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Communication Technology strand, or the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from other CTS strands. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for more information on course names and course codes.

Module selection and sequencing should consider:

- prerequisite(s)
- supporting module(s) (other CTS modules that may enhance the learning opportunity if offered with the module)
- module parameters
  - instructional qualifications, if specialized
  - equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and are within each module.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each MLE and student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 12) for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to noncommercial or government agencies that offer resources that may be of assistance in this strand.

Student Learning Guides

In addition to the resources, sample Student Learning Guides are available (see Section J of this guide). These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following modules in Communication Technology:

- Photography 1
- Photographic Techniques 1
- Audio/Video 1

PLANNING FOR COMMUNICATION TECHNOLOGY

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Communication Technology strand.

Selecting Modules

The Communication Technology curriculum heavily depends on, and is influenced by, technology. Therefore, teachers are encouraged to incorporate the latest available technologies—computers, scanners, laser printers, digital photography, etc.—where possible in addressing the various modules.

Communication Technology emphasizes experiential and hands-on learning. Students will participate in a wide range of practical activities within the classroom, the school and their local community.

In addition to functioning in a traditional manner, the teacher should use resourcefulness to create the appropriate learning environment for the students, either by bringing the necessary personnel and/or resources to the classroom or by taking students to the community. Flexibility in scheduling and programming is encouraged.

Through educational strategies such as partnerships, teamwork, group assignments and work experience, the teacher should stress "process" as well as "product" depending on the context. Teachers should encourage creative thinking, enterprising and innovative strategies, and problem solving as much as possible. Also, the concepts of portfolio development and "critiquing" should be addressed throughout Communication Technology.

The scope and sequence chart in Section B provides an overview of the Communication Technology modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

One module, Media & You, is a general introduction to Communication Technology. It is recommended that students, especially at the junior high level, take this module before proceeding to other modules in the curriculum. In addition, some modules may be prerequisite to others.

Following are three sample courses designed to be delivered to junior high school students:

- junior high—Grades 7 or 8 (25 hours per year):
  - Media & You

- junior high—Grades 7, 8 and/or 9 (50 hours per year):
  - Photography 1
  - Printing 1

- junior high—Grades 7, 8 and/or 9 (75 hours per year):
  - Photography 1 or Audio/Video Production 1
  - Printing 1
  - Presentation and Communication 1.

Senior high students with no previous experience in Communication Technology might consider the following sample courses:

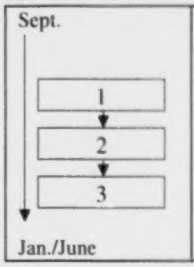
- 3-credit personal use (no previous experience):
  - Photography 1 or Audio/Video Production 1
  - Printing 1
  - Presentation & Communication 1.

Organizing For Learning

A number of modules may be taught concurrently when the skills are discreet; for example, Basic Photography 1 and Printing 1. Presentation & Communication 1, however, should be offered after the student has acquired skills in the various thematic areas, since these can then be more readily incorporated into the presentation.

Some modules may be combined in order to give the student the required time to complete a major project. For example, by combining Printing Techniques and Printing Applications, the student is able to apply the printing techniques in a project situation. Alternatively, a course may be composed of a video production module, followed by a module in which the student produces the script.

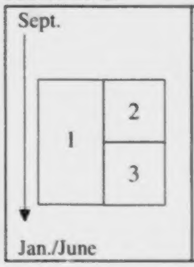
Scenario A



Modules may be taught sequentially, e.g.:

Media & You
↓
Photography 1
↓
Printing 1

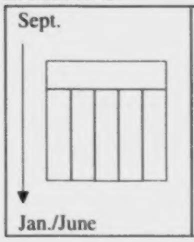
Scenario B



One module may be taught throughout the course (e.g., 20 minutes per class) in conjunction with two other modules.

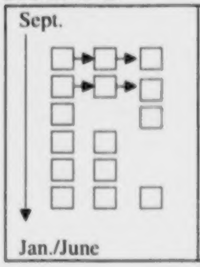
Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



All students take one or two modules together, then are able to select modules from a menu of modules.

Scenario D



From a list of modules defined by the teacher, the students select which ones they will work on and, in consultation with the teacher, establish timelines for completion and submission of assignments, etc.

Students can learn the skills in modules that are technique-oriented (e.g., photographic techniques, printing techniques) in which the task is assigned by the teacher. However, in the application-oriented module, the task(s) may be selected by the student, and the emphasis is on project management skills as well as previously learned skills.

Identifying Linkages

Refer to Section H of this Guide for additional linkages to enhance the learnings defined in Communication Technology.

Improving Smooth Transitions to the Workplace and/or Related Post-secondary Programs

Refer to Section H of this Guide for information.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Communication Technology.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module COM1010: Presentation & Communication 1 .... D.3
Module COM1020: Media & You D.7
Module COM1030: Photography 1 .... D.11
Module COM1050: Printing 1 .... D.15
Module COM1060: Audio/Video Production 1 .... D.19
Module COM1070: Animation 1 .... D.23
Module COM1080: Digital Design 1 .... D.27

MODULE COM1010: PRESENTATION & COMMUNICATION 1

Level: Introductory

Theme: Presentation

Prerequisite: None

Module Description: Students communicate by using speech, body language and audio/visual materials and equipment.

Module Parameters: No specialized facilities. Students should have access to a various media equipment (e.g., overhead projector, slide projector, flip chart, computer).

Supporting Module: COM1020 Media & You

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the steps in the presentation process • apply the presentation process to communicate ideas and information	• a written, oral and/or visual presentation demonstrating knowledge of the presentation process. *Assessment Tool* *Presentations/Reports COM1010–2* *Standard* *Performance rating of 1 for each criteria*	30
• apply the various media and techniques in the presentation process • use the knowledge of the presentation process to evaluate presentations made by self and others	• a portfolio consisting of: – a presentation assignment, three to five minutes in length, aimed at an audience of peers – a presentation evaluation for own presentation and for a peer's presentation. *Assessment Tool* *Portfolio Assessment COM1010–1* *Standard* *Performance rating of 1 for each criteria*	 50 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE COM1010: PRESENTATION & COMMUNICATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Processes and Procedures	*The student should:* • present/communicate activities by presenting to/communicating with a variety of audiences: – one on one – small group – to the class – in front of media (i.e., a video camera) to a media-directed audience – other (e.g., student's union, community) • identify the following steps as a process for making presentations: – know the information: • know what it is that is being presented (e.g., subject, detailed content, context) • review notes before the presentation – know the audience: • who is the presentation for? (e.g., age, background knowledge, particular interests) • select suitable information for the audience – organize the presentation: • adapt presentation to chosen medium • establish a logical flow of the content and activities • practice presentation and establish timeline • organize all materials and equipment beforehand – use audio/visual aids: • consider photographs, pictures, slides, overhead transparencies and products from his or her assignments • select suitable audio/visual aids to support presentation • practise presenting information to peers with audio/visual aids – use effective presentation methods: • speak clearly and confidently • stress the important points • demonstrate responsibility and ethical behaviour by working within school and community standards.	The student should be encouraged to start at his or her "comfort" level. For example, some students may be comfortable starting with the "small group" presentation, others may choose to start "one on one."

MODULE COM1010: PRESENTATION & COMMUNICATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	*The student should:* • identify attributes of various audio/visual materials and their value to enhance presentations; e.g., photographs, posters, slides, overhead transparencies • present information to peers using one audio/visual aid • present information to peers using two or more audio/visual aids.	
Presentation	• evaluate one of his or her presentations and one of his or her peers presentations based on the steps in the presentation process.	Evaluation should include the student's own evaluation as well as other students' evaluation of the presentation(s). Be sure students "critique" not "criticize." Critique—make careful judgements about the merits and faults about photographs, books, plays, etc. Criticize—disapprove, find fault with.

MODULE COM1020: MEDIA & YOU

Level: Introductory

Theme: Presentation

Prerequisite: None

Module Description: Students are provided with a hands-on introduction to the various segments of communication studies: presentation and communication, photography, print, and audio/video production.

Note: It is recommended that students, especially at the junior high level, take this module before proceeding to other Communication Technology modules.

Module Parameters: Access to specialized facilities or equipment such as still and video cameras, VHS players, some type of print production equipment and a computer.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe current media and materials	• a teacher-directed evaluation of the student's knowledge of various media, materials and processes	20
• use photographic, print and audio/video equipment to communicate ideas and information	• a portfolio consisting of – a photographic assignment in which quality and intent is either demonstrated or discussed – an audio/video assignment in which quality and intent is either demonstrated or discussed – a print assignment in which quality and intent is either demonstrated or discussed. *Assessment Tool* *Portfolio Assessment COM1020–1* *Standard* *Performance rating of 1 for each criteria*	70
• prepare and deliver a presentation	• a short oral and/or visual presentation where the student discusses his or her projects with his or her peers. *Assessment Tool* *Presentations/Reports COM1020–2* *Standard* *Performance rating of 1 for each criteria*	10

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• given sample photographs, identify key characteristics of a good photograph; e.g.: – image is in focus – image is properly framed – intent is clear • describe key characteristics of a good photograph in photo assignments • where possible, demonstrate a variety of cameras and other photography equipment such as: – pinhole camera – photogram – Polaroid camera – Instamatic camera – Single Lens Reflex (SLR) camera – digital camera • process film and make prints (Note: if processed commercially, discuss processes used to develop film and make prints)	Have students bring and discuss examples of communication products—music jackets, magazines, posters, photographs, videos, etc. Students may attempt to use a thematic approach to their projects; e.g., a business card, a poster and/or a video or print project may all be related to the same project. Use critiquing as a means to allow students to develop constructive criticism.
	• view and describe sample audio/video projects (professional and/or student projects) with respect to: – intent – project planning – storyboard – camera work – recording level	Encourage students to integrate presentations into their other classes and other community activities.

MODULE COM1020: MEDIA & YOU (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	*The student should:* • produce a short audio/video project such as: – a commercial – an interview – a recorded message • analyze and describe sample print projects (professional and/or student projects) with respect to: – layout – elements/principles of design – clarity of message – techniques used • select a message (e.g., business card, poster, pamphlet, flyer, invitation) and design, print the message ensuring the: – layout follows the elements and principles of design – image is clean – message is clearly understood • identify and describe current and future media and materials • demonstrate responsibility and ethical behaviour by working within school and community standards.	

Concept	Specific Learner Expectations	Notes
	The student should:	
Presentation	• select one assignment and present it to the teacher and peer(s) • provide examples of feedback obtained on appropriateness and effectiveness of assignment based on: – how well the assignment met the objectives – technical quality – meeting of school and community standards • select and include work in a portfolio.	Students should present at least one project produced in this module. Their presentation may be to a small group or to the teacher to reduce stress. Use critiquing as a means to allow students to develop constructive criticism. Encourage students to integrate presentations into their other classes and other community activities. Activities and assignment should be brief as the intent of Media and You is to introduce the various areas in Communication Technology.

MODULE COM1030: PHOTOGRAPHY 1

Level: Introductory

Theme: Photography

Prerequisite: None

Module Description: Students operate a camera to take photographs and produce prints.

Module Parameters: Access to a still camera (film or digital) and film or digital processing and printing equipment (either in the lab or through a community source).

Supporting Module: COM1020 Media & You

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **use various photographic equipment, materials and processes to demonstrate basic photographic skills** • **describe and/or use various processing methods; e.g., black and white, colour, digital** • **describe the role of photography in society**	*Assessment of student achievement should be based on:* • a portfolio consisting of five photographs: – of which all are clearly focused and well composed – a "Photography Log Sheet" with pertinent details. *Assessment Tool* *Portfolio Assessment COM1030–1* *Standard* *Performance rating of 1 for each criteria*	60
	• a teacher-directed evaluation designed to test the student's knowledge of various photographic equipment, materials, processes and techniques; e.g., types of cameras, films and paper; developing, printing, composition, presentation; terms such as closeup, wide angle, panning, depth-of-field	30

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• through presentation/discussion with the teacher, the student's assessment of his or her portfolio, including awareness of the role of photography in society, the rules of composition as they apply to photography (e.g., reflection log, captions), and progress to date. *Assessment Tool* *Presentations/Reports, COM1030–2* *Standard* *Performance rating of 1 for each criteria*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• identify and describe the key components of a camera (e.g., lens, shutter release, film/disk compartment) and their function • classify different types of still cameras and some of their potential applications (e.g., 110 instamatic, 35 mm Single Lens Reflex [SLR], 2 1/4 square portrait, 4" x 5" plate, Polaroid, digital) • articulate the "rule of thirds" as it applies to photographic composition and framing • given a set of photographs, differentiate between key, medium key and low key contrast and speculate on impact of each on the "mood" imparted by different degrees of contrast in photographs	

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	*The student should:* • articulate the notion of focus in photography and be able to differentiate between photographs that are in focus and those that are out of focus • articulate the notion of depth-of-field in photography and be able to differentiate between photographs that have a long and shallow depth-of-field • use common terminology (e.g., f-stop/aperture, shutter speed, focus, depth-of-field) in the context of photographic work and during presentations • load and unload photographic film and/or disk from a camera • capture images using a camera, each image to be in focus, framed using basic composition technique of the rule of thirds, and showing clear intent of the photo (e.g., if the student intended to take a photograph of a specific person and instead capture an image of the person in a crowd, he or she would not have met the intent) • differentiate between a snap shot and a planned photograph by: – framing for composition (have a focal point) – being "on level" with the subject (i.e., not the top of the dog's back) – choosing vertical or horizontal format – changing camera direction – being aware of the background (i.e., not having a tree appear to be growing out of the subject's head) • describe the role of photography in society (e.g., entertainment, historical record, illustrating ideas and concepts, scientific research, exploration) • demonstrate responsibility and ethical behaviour by working within school and community standards.	Encourage students to take photographs from a personal perspective.

MODULE COM1030: PHOTOGRAPHY 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	*The student should:* • use camera to capture at least 24 images • create photographic/electronic images that generate curiosity and discussion • process images and print at least six of them in proofing and in final format • demonstrate, using subject matter, composition (e.g., rule of thirds, golden triangle, diagonals, formal and informal balance), lighting (e.g., natural, artificial), shutter speeds and aperture • use available facilities and equipment (e.g., community facilities, darkroom, computer) to process film/disk to produce prints • describe processes used.	Teachers may choose to select a few of these images for proofing/ printing. It is important that students have some sense of how and why things work not just that they do. They need to know some of the processes that occur to create, process and print photographic images.
Presentation	• present assignments to teacher and peers consisting of at least five printed images that are clean (i.e., without scratches, dust spots or hair lines), in focus and illustrating expectations as pre-defined by the teacher and/or the student • provide examples of feedback obtained on appropriateness and effectiveness of assignments based on: – how well the assignment met the stated expectations – aesthetics – technical quality – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	Students may present their project to a small group or to the teacher only to reduce stress. Use critiquing as a means to allow students to develop constructive criticism.

MODULE COM1050:	**PRINTING 1**
Level:	Introductory
Theme:	Print
Prerequisite:	None
Module Description:	Students are introduced to basic layout/design techniques and to various print reproduction processes; e.g., offset, screen, electrostatic.
Module Parameters:	Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities (either in the lab or through a community source).
Supporting Modules:	COM1020 Media & You DES1030 Design Fundamentals [Design Strand] INF1040 Graphics Tools [Information Processing Strand]

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the fundamental characteristics and applications of type, paper and ink • produce a design/layout • apply printing techniques in the production of print/graphic projects	• a portfolio of selected work that demonstrates the process and should include concept drawings, roughs, mechanicals, printing masters and at least three prints using one or more printing options. *Assessment Tool* *Portfolio Assessment COM1050–1* *Standard* *Performance rating of 1 for each criteria*	70
	• a written, oral and/or visual presentation of the student's knowledge of the following: – design elements—line, shape, form, pattern, space, texture, colour – design principles—proportion, balance, contrast, rhythm, harmony, unity – typography; e.g., leading, type size, type style, type face, justification, spacing – printing methods; e.g., lithography, serigraphy, letter press, gravure, electrostatic – finishing; e.g., drilling, folding, stitching, padding	20

MODULE COM1050: PRINTING 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• the student's presentation of work completed and inclusion of work in their portfolio. *Assessment Tool* *Presentations/Reports, COM1050–2* *Standard* *Performance rating of 1 for each criteria*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• plan, organize and create a design for reproduction and/or presentation • lay out a design(s) applying at least two of the following: type, photography, illustration, decorative elements • use the elements of design (line, shape, form, pattern, space, texture, colour) and principles of design (balance, emphasis, proportion, rhythm, unity and variety) to compose the design • demonstrate responsibility and ethical behaviour by working within school and community standards. (e.g., copyright issues; sex/gender issues; violence; racism) • demonstrate responsibility and ethical behaviour by working within school and community standards.	Students may develop teacher-assigned projects; e.g., posters, business cards, invitations, logos. Design and composition elements could include type, photography, illustration, space, balance, contrast, etc. A master could be an offset plate, silk screen, stencil, relief lock up, grease pencil, rubber stamp, electrostatic printout, etc.

Concept	Specific Learner Expectations	Notes
Applied Technologies	*The student should:* • convert the image to a printing master • select appropriate print materials; e.g., card stock, sheet, inks • reproduce the image by one or more methods • repeat process for additional printing method(s) • demonstrate responsible environmental behaviours in completing assignments.	Be prepared to give students firm guidance in producing their products. Bindery operations include bindings (adhesive, mechanical, sewing, stitching), drilling, folding, scoring, trimming and folding.
Presentation	• present the design to teacher and peers for feedback • create and present a portfolio consisting of work completed in this module including all preparatory work, master(s) (if possible), proof sheets and final presentation product.	

MODULE COM1060: AUDIO/VIDEO PRODUCTION 1

Level: Introductory

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students acquire basic production skills through the use of simple audio and/or video equipment and techniques.

Module Parameters: Access to basic audio and video equipment and some form of editing facility.

Supporting Module: COM1020 Media & You

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify basic audio and video equipment, and demonstrate fundamental set-up procedures	• teacher-directed evaluation designed to test the student's knowledge of the camera, audio and/or video terminology and a demonstration of set up procedures	20
• identify and demonstrate basic audio and video concepts; e.g., camera moves, types of shots, audio mixing, audio set-up	• a portfolio consisting of: – a short exercise(s) demonstrating a minimum of five teacher-specified camera shots and/or audio techniques	20
• apply basic project planning skills to audio/video productions	– planning demonstrated through a storyboard for the audio and/or video assignment	10
• apply scripting, sound recording, and camera and lighting skills and techniques in completing a production assignment	– one video assignment (three to five minutes) that demonstrates the student's ability to focus, zoom, tilt, pan, frame and compose with the camera AND/OR – one audio assignment (three to five minutes) that demonstrates the student's ability to record sounds in different contexts; e.g., a narration, an interview, ambient sounds. Each one of these assignments will require the student to create and follow a storyboard or outline. *Assessment Tool* *Portfolio Assessment COM1060–1* *Standard* *Performance rating of 1 for each criteria*	50

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* • identify and produce the following shots: – extreme close-up – close-up – medium close-up – medium shots – long shot – extreme long shot • demonstrate the following camera moves: – tilt up/down – dolly in/out – pan left/right – truck left/right – zoom in/out • identify/explain and apply/use: – aperture – to control depth of field – focus – automatic and manual – zoom – smooth zoom in and out – white balance – to balance for different lighting conditions – loading and unloading of tape – microphone – type on camera and its capabilities and limitations • apply variety to screen composition – one point – balance	Students need to be comfortable with the camera and to be able to recognize and use a variety of camera shots and moves to capture images. Produce short (five- to 10-second) segments demonstrating the shots.

MODULE COM1060: AUDIO/VIDEO PRODUCTION 1 (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	*The student should:* • describe and use the principles of one-point perspective: – applications to video camera use • show how a two-dimensional object can be made to look three-dimensional • identify television format as 4 × 3 (4 horizontal units by 3 vertical units) • demonstrate responsibility and ethical behavior by working within school and community standards	Drawing or cutting out examples of types of shots within these dimensions is a good way to teach this idea.
Applied Technologies	• produce an outline/script/shots sheet for a short video assignment (3 – 5 minutes) (e.g., interviews, sporting events, advertisements) • use a variety of shots in the assignment	A good topic for this is "A Day in the Life of…." Students may link more than one task to an assignment (e.g., a sporting event offers a chance to capture video footage, ambient sound, an interview with a participant/spectator, different lighting situations, news of the day, advertising).
	• prepare and follow a recording plan for audio recording to support video OR • prepare and follow a recording plan for audio recording to achieve the following: – safe and responsible handling of equipment – tape loading and unloading – basic microphone technique – personal use of voice (narration) – capturing voices of others (interview) – ambient sounds – simple sound effects – audio levels and balance	The focus of this is the development of basic technical skills that can be applied and refined in more advanced modules. It is important the students get a good technical grounding in the basic camera and recording method indicated and in any other methods you feel are important.

Concept	Specific Learner Expectations	Notes
Applied Technologies (continued)	*The student should:* • use basic technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • demonstrate safe and responsible use of equipment.	It is important to set parameters for assignments early as students tend to "overshoot." Developing a plan for shooting or recording will help students avoid "overshooting" at this level and will help students prepare production plans in more advanced modules.
Presentation	• present assignments to teacher/peers for feedback • provide examples or feedback obtained on appropriateness and effectiveness of assignments based on: – how well the assignment met the stated expectations described in the recording plan – relationship of the short outline/script to the final product – quality of technique used – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module (e.g., short outline/scripts, recording plan, finished project(s)) or add this work to an existing portfolio.	Feedback/help should be sought throughout planning/production as well as upon completion from group members or from other peers. The teacher should be the resource of last resort until the final project is ready for assessment.

MODULE COM1070: ANIMATION 1

Level: Introductory

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students are introduced to a variety of animation techniques and are given the opportunity to produce simple animation.

Module Parameters: Access to basic animation equipment (e.g., animation board, camera with single frame ability) and/or a computer with animation software.

Supporting Module: COM1020 Media & You

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify fundamental concepts of the illusion of movement through animation • identify and describe at least two animation styles • describe the techniques used in creating the animation styles	• a teacher-directed evaluation designed to test the student's ability to: – identify and describe fundamental concepts of animation allowing the illusion of movement – identify and describe two animation styles and the techniques used to create them	10
• produce short animation assignments	• a portfolio consisting of: – at least two exercises each a minimum of 100 frames long and demonstrating creative use of an animation technique	20
	– at least two different animation projects (see SLE notes) that demonstrate project planning, use of equipment and tools, and creative use of an animation technique. *Assessment Tool* *Portfolio Assessment, COM1070–1* *Standard* *Performance rating of 1 for each criteria.*	70
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Processes and Procedures	• describe various animation styles and techniques • identify at least two animation styles and techniques: – cel animation, claymation, pixilation, computer animation, etc. • prepare an outline and/or formulate a storyboard for a presentation • prepare necessary materials (e.g., cards, models, clay, film and artwork) for animating the production • demonstrate skills with technical equipment (as required) to be used in capturing images and editing final product(s) • demonstrate responsibility and ethical behaviour by working within school and community standards.	The length of each animation may vary but the assessment will be based on the student's ability to have the animation move "effectively." "Effectively" means that the movement is consistent with the context of theme of the animation; it may be smooth or jerky. Emphasis should be hands-on activity, experimentation and evaluation of work (self and peer). Encourage the student to try a technique, even though the result may not be "perfect."
Applied Technologies	• use techniques to have the animation move effectively • use technical equipment (e.g., camera, computer, editor) to capture images and edit final product(s) • identify and/or apply music and/or sound effects to enhance the production.	The most important outcome is for the student to develop skill in creating animation. "Effectively" means that the movement is consistent with the context or theme of the animation; it may be smooth or jerky.

Concept	Specific Learner Expectations	Notes
Presentation	*The student should:* • present the project to teacher and peers • identify animation techniques/styles available and identify/explain animation techniques used • identify possible enhancements to project • identify/describe any difficulties encountered with project • evaluate, edit and redo to improve the quality of the animation • create and present a portfolio of work completed in this module (e.g., project plan, shot list or storyboard, finished project) or add this work to an existing portfolio.	

MODULE COM1080: **DIGITAL DESIGN 1**

Level: Introductory

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students are introduced to the integration of various media; e.g., audio, video, photographic, graphic, for the purpose of producing a multimedia message.

Module Parameters: Access to a computer, CD ROM, scanner, audio/video equipment.

Supporting Module: INF1070 Hypermedia Tools [Information Processing Strand]

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe tools, methods and processes used in digital design	• a grade of 50% or greater on a teacher-directed assessment designed to test the student's knowledge of tools, methods and processes used in digital design	20
• use specified tools to transfer media elements to and/or from various sources • design and produce a simple message, using a combination of two or more media	• demonstrated skill in capturing, mixing and/or manipulating images and/or sounds from at least two sources for the purpose of communicating a message using digital technology (a computer) as a central component. *Assessment Tool* *Portfolio Assessment, COM1080–1* *Standard* *Performance rating of 1 for each criteria*	20
	• a multimedia message that requires combining and manipulating media elements from two or more sources into one product using digital technology. *Assessment Tool* *Portfolio Assessment, COM1080–1* *Standard* *Performance rating of 1 for each criteria*	60
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
	The student should:	
Processes and Procedures	• identify various media that may be used to communicate ideas and convey messages and outline their characteristics, strengths and weaknesses in the context of their use • prepare a message to deliver an idea using a combination of more than one media (e.g., video, CD ROM, audio) through digital technology • identify appropriate media to convey a message • justifying his or her selection based on the appropriateness of the media to the task (e.g., target audience, ease of use, potential impact, longevity, other characteristics identified by the teacher) • communicate his or her understanding of the importance of planning in a project involving more than one form of media	It is important for students to know that messages are produced through a series of deliberate decisions based on strengths of particular media to deliver ideas in a particular way.
	• prepare a plan for delivering a media product using a combination of two or three different media and digital technology; this plan should include: – statement of the message to be delivered and working title – identification of the target audience and their general characteristics (e.g., teens age 14-16 years, high energy, independently minded) – preferred media and why it has been selected – associated resource requirements (e.g., equipment, facility, personnel) – timeline with key delivery dates including interim review/critique and final presentation	Emphasis should be placed on applying the techniques required in combining multiple sources of media to produce one effective message. A project of about 30 seconds in length provides the scope necessary to demonstrate message development and delivery.
	• produce a message following stated plan • evaluate feedback from potential target audience during development/production and revise as required • repeat process as required to generate additional messages • demonstrate responsibility and ethical behaviour by working within school and community standards.	Students should follow their plan, only making modifications based on reasoned positions presented and approved by the teacher.

MODULE COM1080: DIGITAL DESIGN 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	*The student should:* • transfer images, messages, symbols, etc. between and among different media (e.g., computer, video, audio, print) using digital technology as either a source or a destination • describe basic notions of the process by which this transfer occurs (e.g., a printed image that is scanned into a computer is digitized and the image described in electronic codes that are interpreted by the computer).	Students need to have some notion of how the process occurs, not just that it does.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Communication Technology.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module COM2010: Presentation & Communication 2 .... E.3
Module COM2020: Media Design & Analysis 1 .... E.7
Module COM2030: Script Writing 1 .... E.11
Module COM2040: Photography 2 .... E.15
Module COM2050: Photographic Communication E.19
Module COM2060: Photographic Techniques 1 .... E.21
Module COM2070: Printing Techniques 1 .... E.25
Module COM2080: Printing Applications 1 .... E.29
Module COM2090: Audio/Video 1 .... E.31
Module COM2100: Audio/Video 2 .... E.35
Module COM2110: Animation 2 .... E.39
Module COM2120: Digital Design 2 .... E.43
Module COM2130: Special Effects Photography E.47

MODULE COM2010: PRESENTATION & COMMUNICATION 2

Level:	Intermediate
Theme:	Presentation
Prerequisite:	None
Module Description:	Students use verbal and nonverbal communication skills to produce and deliver presentations incorporating a variety of media.
Module Parameters:	No specialized facilities; access to a various media equipment (e.g., overhead projector, slide projector, flip chart, computer).
Supporting Module:	COM1010 Presentation & Communication 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• apply the presentation process to specific audiences in more than one context; e.g., interview, news report, commercial, voice-over • select and use two or more media and technologies to present ideas and information to different audiences • evaluate presentations made by self and other students	• one presentation assignment, three to five minutes in length. The presentation(s) must: – include the use of at least two different media and/or technologies – be applicable to target audiences in two different contexts. *Assessment Tool* *Portfolio Assessment, COM2010–1* *Standard* *Performance rating of 1 for each criteria*	70
	• a report (e.g., written minimum 250 words) on one presentation which outlines the intent of the presentation, justification for the supporting resources, and a self-evaluation as well as peer evaluation. *Assessment Tool* *Presentations/Reports, COM2010–2* *Standard* *Performance rating of 2 for each criteria*	30

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* • state the components of the presentation process and specific attributes and tasks associated with each component • given a small group target audience (peer or other) and a teacher-specified topic, prepare and deliver a presentation of three to five minutes duration • write and/or work from a script • given background information on self-conducted presentations (e.g., a mediated information package, a self-conducted tour), prepare a presentation of three to five minutes suitable for use by an individual or small group • demonstrate responsibility and ethical behaviour by working within school and community standards.	Students should know about the presentation process, its components and basic attributes. Their knowledge may be determined through informal discussion rather than formal examination. Students need to recognize that presentations come in many forms including self-contained packages that the viewer uses as required and at his or her own pace.

Concept	Specific Learner Expectations	Notes
Applied Technologies	*The student should:* • identify various types of media and their positive/negative attributes for different types of presentations (e.g., print/graphics may be the most appropriate for presenting detailed information; video may be appropriate for presenting a general overview of information) • select two media formats and prepare materials for use in a three to five minute presentation to a small group target audience • select two media formats and prepare materials for use in a self-conducted presentation to an individual or small group target audience • evaluate facility and equipment requirements and their feasibility for use in a self-conducted presentation • justify the media selected based on its attributes for presentation or for assisting in presentation of information and ideas.	Students need to be able to make decisions about media rational and its value for presentation and be to articulate their reasons for selecting particular media for a particular purpose. It is easy for students to get carried away with their ideas and want to do more than is feasible within this module They need to be guided throughout, their ideas encouraged but challenged and put in realistic context.
Presentation	• make final presentations to target audience • use appropriate language (verbal and body language) and speech techniques when presenting to small group • demonstrate self-confidence during presentation • show that all necessary facility/equipment is in place and functioning for self-conducted presentation: – use of the presentation process – personal presentation technique – presentation flow – technical quality of support materials	

Concept	Specific Learner Expectations	Notes
Presentation (continued)	*The student should:* • prepare a report on one presentation outlining: – intent of the presentation including subject matter, target audience, length, type of presentation (e.g., self-conducted, sales, information, training) – selection and justification of supporting materials – self-evaluation of presentation – peer-evaluation of presentation • create and present a portfolio of work completed in this module (e.g., project plan, reflection on decisions made and their impact on the project, working drafts, etc.) or add this work to an existing portfolio.	

MODULE COM2020: MEDIA DESIGN & ANALYSIS 1

Level: Intermediate

Theme: Presentation

Prerequisite: None

Module Description: Students explore various media and examine their impact on personal, community and national interests.

Module Parameters: Specialized facilities depend on the direction taken in the module. Students should have access to still and video cameras, VHS players, some type of print production equipment and a computer.

Supporting Module: COM1020 Media & You

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze various media messages; e.g., radio, television, photography, print; and describe the impact of the various messages from a personal, community and national perspective	• a portfolio consisting of:	
• design and produce simple messages, and communicate them through specified media; e.g., print, audio/video, animation	– a project designed to evaluate the student's knowledge of the techniques used in message creation	10
	– successful completion of an assignment where the student will select at least three different media, and describe their impact on society.	20
	– the production and presentation of at least two messages, using different media for each message, and an evaluation of each message based on audience feedback.	60
	Assessment Tool *Portfolio Assessment, COM2020–1*	
	Standard *Performance rating of 1 for each criteria*	
	• the student's presentation of work completed in this module.	10
	Assessment Tool *Presentations/Reports, COM2020–2*	
	Standard *Performance rating of 2 for each criteria*	

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	*The student should:* • describe the role of media in advertising, role modelling, stereotyping, cultural representation, propaganda, consumerism, etc. • identify a current issue of media interest and describe its impact from a personal, community or national perspective • identify and describe the media format(s) used to present selected commercially produced messages and the impact of the media on the effectiveness of message delivery • devise a plan for producing a message in a specified media • produce media message(s) from a personal, community or national perspective in one or more media formats; e.g.: – commercial or advertising layout – news item or interview (audio or video or print) – public service announcement or bill board design • follow plan to produce a second message using a different form of media • demonstrate responsibility and ethical behaviour by working within school and community standards.	Students need to know the impact media has on their daily lives. They need to become good media consumers. As different forms of media have different media strengths, students need to recognize these strengths and how they can be used most effectively. Encourage students to keep their project ideas simple as they can get overwhelmed by their ideas and end up not completing anything.

Concept	Specific Learner Expectations	Notes
Applied Technologies	*The student should:* • use selected media to produce messages • compare and contrast the anticipated effectiveness of media selected for delivering message to the actual effectiveness of the result (audience reaction) • use comparison developed from analyzing first message as a basis for decisions regarding media selection and project development for subsequent message development.	No more than 50% of the activities should be related to media analysis.
Presentation	• present final products to peers • provide examples of feedback obtained on appropriateness and effectiveness of message based on: – media selection for messages produced – effectiveness of message delivery – technical quality – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	Students should request feedback during project development and at completion. This feedback should include recognition and adherence to school and community standards.

MODULE COM2030: SCRIPT WRITING 1

Level:	Intermediate
Theme:	Presentation
Prerequisite:	None
Module Description:	Students write sample scripts for a variety of media forms.
Module Parameters:	No specialized facilities or equipment.
Supporting Module:	COM1020 Media & You

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe various media scripts and their formats	• portfolio presentation consisting of: – a written, oral and/or visual presentation of the student's knowledge of media scripts, their formats and preferred characteristics	10
• identify the characteristics of a good script • identify and use a script writing process in writing sample scripts for a media format assigned by the teacher	– preparation and presentation of four short-format scripts (e.g., factual news, feature news, commercial, public service announcement [PSA], interview, review) and one documentary or dramatic script (minimum length – three minutes). *Assessment Tool* *Portfolio Assessment, COM2030–1* *Standard* *Performance rating of 1 for each criteria*	80
	• the student's presentation of work completed in this module. *Assessment Tool* *Presentations/Reports, COM2030–2* *Standard* *Performance rating of 2 for each criteria*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above.*	Integrated throughout

MODULE COM2030: SCRIPT WRITING 1 (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• describe the fundamental characteristics of different types of scripts and media formats and their relationship (e.g., radio, visual, dramatic, documentary, theatrical) • recognize that scripts are written following a process and be able to follow a script-writing process when generating scripts, this process to include: – identifying a topic (generate ideas via brainstorming, group discussion, personal experience, etc.) – conducting research (gather information of various types [e.g., historical, statistical, personal] to give substance to topic) and prepare research notes – choose the medium/format (select a medium or format that will communicate the message most effectively given the target audience, time available, etc.) and justify selection – develop a content/story line (provide enough detail to clearly indicate what the content or story is that is to be conveyed) – get feedback (share ideas with others and request feedback regarding clarity of ideas, what might be missing, additional ideas, etc.) – develop draft script (following content/story line, write script as it would be used for production using a recognized script format) – get feedback (share ideas with others and request feedback regarding clarity, flow, language/ visual links, appropriateness for audience level, etc.) – develop final script (selectively incorporate ideas received from feedback sessions as they positively apply to convey – idea/concept/information	Students need to do research prior to initial script writing and to reference this research during the writing and editing process. An assignment may include more than one format. For example, a script for a sports program may include a commercial, a public service announcement, and/or a documentary. Short format (e.g., commercial) may range in length from 15 seconds to one minute. Long formats (e.g., documentary, drama) may be three to five minutes in length.

MODULE COM2030: SCRIPT WRITING 1 (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	*The student should:* • write sample scripts following a script-writing process for more than one media (sample media could include commercials, public service announcements [PSAs], news, interviews, documentaries, dramas, others defined by teacher) • describe the characteristics of a "good" script—beginning, middle, end; appropriate length; suitable language for target audience • display responsibility and ethical behaviour by working within school and community standards.	
Presentation	• present final product to teacher and peers • rationalize and defend script style and media selection based on media appropriateness for the target audience and the message to be conveyed • create and present a portfolio of work completed in this module (e.g., final scripts with supporting research, working drafts) or add this work to an existing portfolio.	

MODULE COM2040: PHOTOGRAPHY 2

Level:	Intermediate
Theme:	Photography
Prerequisite:	COM1030 Basic Photography 1
Module Description:	Students review and expand on the concepts outlined in Basic Photography 1, including composition, exposure, camera operation, image processing, proofing and enlarging.
Module Parameters:	Access to a still camera (film or digital) and film or digital processing and printing equipment.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • apply exposure principles and composition guidelines in photography assignments • demonstrate proficiency in the theory and practice of image processing, proofing, enlarging and print display	*Assessment of student achievement should be based on:* • a portfolio consisting of: – at least five photographs that demonstrate composition based on the elements and principles of design and rules of composition; e.g., rule of thirds, line, balance – a critique of each photograph making reference to the composition guidelines – demonstration of basic lighting – demonstration of image processing, proofing and enlarging skills – a caption for each photograph describing the technique used and/or the intent – mounted and displayed prints. *Assessment Tool* *Portfolio Assessment, COM2040–1* *Standard* *Performance rating of 2 for each criteria*	70

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a grade of at least 50% on a teacher-designed concept test (approximately 20 questions) dealing with: – the elements and principle of design applied to photo composition – principles of metering and exposure – light sources – photographic equipment – photographic materials, processes and techniques	20
	• a presentation of project to teacher and peers. *Assessment Tool* *Presentations/Reports, COM2040–2* *Standard* *Performance rating of 2 for each criteria*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• create photographs with reference to the following composition guidelines: simplicity, camera angle, rule of thirds, backgrounds, elements and principles of design • demonstrate mastery of basic composition through use of techniques such as: – rule of thirds – golden triangle – diagonals – formal and informal balance • demonstrate mastery of basic lighting using previously learned techniques (e.g., Rembrandt, bounce, Paramount) • demonstrate use of key light, fill light and background light • demonstrate basic retouching skills for black and white photography • demonstrate responsibility and ethical behaviour by working within school and community standards.	Have students take and record through-the-lens and/or hand-held meter readings illustrating highlights, shadows, indoor/outdoor lighting, full-field and close-up, 18% gray card, etc. Rembrandt lighting is characterized by a strong shadow on one cheek of a model. It is produced through a single light placed at a 45° angle to the model. Paramount lighting is characterized by a shadow below the nose of a model and is created by a single light placed parallel to the camera.
Applied Technologies	• demonstrate knowledge of apertures, shutter speeds, one-stop changes, bracketing, and equivalent exposures through worksheets and/or camera operation • identify the parts of an enlarger and explain their function • use a metering device to determine camera setting(s) • integrate exposure principles with camera techniques that include panning, stop action and depth of field • process images with an understanding of time, temperature and agitation • improve images by using darkroom techniques such as dodging and burning • produce a proof	

Concept	Specific Learner Expectations	Notes
Applied Technologies (continued)	*The student should:* • produce enlargements demonstrating composition through cropping to emphasize subject matter, and ensuring contrast, focus and cleanliness, or equivalent concepts for available equipment (e.g., digital camera and computer).	
Presentation	• present the completed work to teacher and peers for feedback • evaluate work and make changes as necessary using an accepted technique (e.g., dry mounting) • mount prints for presentation and display • create and present a portfolio consisting of samples of the student's photographs, proofs, log sheets, etc.	

MODULE COM2050: PHOTOGRAPHIC COMMUNICATION

Level:	Intermediate
Theme:	Photography
Prerequisite:	COM1030 Photography 1
Module Description:	Students use photographic prints, slides or digital images to communicate a message or tell a story.
Module Parameters:	Access to a still camera (film or digital) and film or digital processing and printing equipment, audio equipment, slide/tape, computer.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and describe storytelling/ storyboarding techniques • produce photographic prints, slides or digital images to communicate a message or tell a story • develop the narration, music, sound effects or captions to accompany the images	*Assessment of student achievement should be based on:* • a portfolio consisting of: – an outline or description of the topic to be covered – a storyboard containing illustrations or descriptions of the images to be photographed – the images in their final presentation format; e.g., slide/tape, mounted prints, photo CD – the appropriate accompaniment to the images; e.g., narration, caption. *Assessment Tool* *Portfolio Assessment, COM2050–1* *Standard* *Performance rating of 1 for each criteria*	90
	• the student's evaluation of his or her assignments (e.g., presentation, reflection log). *Assessment Tool* *Presentations/Reports, COM2050–2* *Standard* *Performance rating of 2 for each criteria*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE COM2050: PHOTOGRAPHIC COMMUNICATION (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Processes and Procedures	• prepare an outline/script for a message or story • select appropriate subjects/topics and shoot required photographs • select images for display/presentation • create graphics, captions, etc., to accompany images • select music, narration, captions, etc., to accompany the display/presentation • demonstrate responsibility and ethical behaviour by working within school and community standards.	
Applied Technologies	• select and use equipment and facilities to complete assignment • use equipment and facilities in a safe and responsible manner.	
Presentation	• present the completed production for feedback • make revisions as necessary • create and present a portfolio consisting of samples of the student's work.	

MODULE COM2060: PHOTOGRAPHIC TECHNIQUES 1

Level:	Intermediate
Theme:	Photography
Prerequisite:	COM1030 Photography 1
Module Description:	Students expand photographic concepts using various lenses and applying depth of field in composition.
Module Parameters:	Access to a still camera (film or digital) and film or digital processing and printing equipment.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the characteristics of different lenses and their applications • apply depth-of-field principles to obtain a variety of results in completing photographic assignments • describe and apply several darkroom and/or digital techniques, including cropping, contrast control, dodging, vignetting and burning in	• a portfolio consisting of a minimum of five photographs taken, processed, proofed and printed by the student showing application of three camera and two printing techniques from the following list: Camera – different lenses – aperture control – shutter speeds – camera-subject distance – lens focal length – filters and lighting Printing – cropping – contrast control – dodging – vignetting – burning in	70
	• each photograph must be mounted and accompanied by a caption that describes the techniques used. *Assessment Tool* *Portfolio Assessment, COM2060–1* *Standard* *Performance rating of 1 for each criteria*	10

MODULE COM2060: PHOTOGRAPHIC TECHNIQUES 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a presentation of knowledge of metering and exposure principles, light sources, lenses and depth-of-field. *Assessment Tool* *Presentations/Reports, COM2060–2* *Standard* *Performance rating of 2 for each criteria*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Processes and Procedures	• differentiate among short, normal and long lenses • calculate depth-of-field using scales on lenses or with preview buttons on camera • demonstrate lens cleaning and handling • proof all processed images • select a negative and make several prints experimenting with varying contrast • select a portrait negative and experiment with vignetting and multiple printing • select negatives with highlight and shadow problems and practise burning in and dodging techniques • demonstrate responsibility and technical behaviour by working within school and community standards.	Lens refers to the camera and the enlarger, where available. "Image" implies negative and/or electronic.

MODULE COM2060: PHOTOGRAPHIC TECHNIQUES 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	*The student should:* • use a variety of lenses (e.g., telephoto, wide angle, zoom, normal) and their characteristics (e.g., focal length, speed, sharpness) • shoot and develop a photo assignment using a variety of lenses • shoot and develop an assignment that demonstrates how depth of field affects composition and the significance of aperture, lens focal length and camera-subject distance on depth-of-field control • apply darkroom and/or digital techniques to produce a variety of photographic prints.	
Presentation	• present the completed work to teacher and peers for feedback • review work and make changes as necessary • mount prints for presentation and display • create and present a portfolio consisting of samples of the student's photographs or equivalent concepts for available equipment (e.g., digital camera and computer).	

MODULE COM2070: PRINTING TECHNIQUES 1

Level:	Intermediate
Theme:	Print
Prerequisite:	COM1050 Printing 1
Module Description:	Students are introduced to single-register reproductive printing.
Module Parameters:	Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • prepare visual images for printing by various methods; e.g., offset lithography, serigraphy, relief lock, digital • prepare various masters; e.g., offset plate, serigraphic stencil, relief lockup, digital master • print an image in register, using one or more methods • finish printed material as required; e.g., trim, bind, pad, heat	*Assessment of student achievement should be based on:* • a portfolio consisting of products based on teacher-assigned tasks including: – at least three samples of a camera-ready copy – masters used to reproduce camera-ready copy, using at least two different printing methods; e.g., offset, serigraphy, electrostatic copy – a minimum of two completed prints demonstrating the two printing methods, and having the following characteristics: • the image is clear and clean • in register and aligned to the printed surface – finishing as required. *Assessment Tool* *Portfolio Assessment, COM2070–1* *Standard* *Performance rating of 1 for each criteria*	80

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a presentation of completed projects and a description/discussion about reproduction options, printing methods, types of printing masters, terminology, processes, etc. (e.g., 250 word report, five to 10-minute presentation, 30-question quiz). *Assessment Tool* *Presentations/Reports, COM2070–2* *Standard* *Performance rating of 2 for each criteria*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• design a layout(s) using typography and/or images suitable for printing reproduction • justify with reasoned arguments the selection of typography and images used in designed layout(s) • complete designed layout selecting and incorporating accepted design principles (e.g., proportion, balance, contrast, rhythm, harmony, unity) and the use of white space • prepare designed layout in a manner suitable for a single-registered print (e.g., decal, logo, T-shirt) • demonstrate responsibility and ethical behaviour by working within school and community standards.	

MODULE COM2070: PRINTING TECHNIQUES 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	*The student should:* • identify the printing options available and suggest the most appropriate for printing the designed layout (e.g., electrostatic, offset lithography, serigraphic [film stencil, paper stencil] photo emulsion) • select a printing method and prepare master(s) of image(s) for printing using that method • accurately place image with respect to the printing surface with the aid of registration guides • print master(s) using available mass-production technology • finish printed products as required using available equipment and facilities (e.g., trim, collate, pad, stitch).	
Presentation	• present product(s) for critique by teacher, peers and others (e.g., customers) as required • critique and evaluate own work and the work of others based on appropriateness and effectiveness of printing method to the task and: – how effectively the printing method(s) were used to complete assignments – technical and aesthetic quality of the finished product(s) – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	

MODULE COM2080: PRINTING APPLICATIONS 1

Level: Intermediate

Theme: Print

Prerequisite: None

Module Description: Students apply the technique of single-register printing to practical situations.

Module Parameters: Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities.

Supporting Module: COM2070 Printing Techniques 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **demonstrate practical print-based tasks, using single-register printing, and, by applying previously learned printing techniques:** – **prepare camera-ready copy and masters suitable for the printing task; e.g., offset plate, serigraphic stencil, relief lockup** – **reproduce images in appropriate quantity** – **use finishing techniques as required**	*Assessment of student achievement should be based on:* • a portfolio consisting of job-related products including: – a camera-ready copy – masters used to reproduce the image(s) – printed product(s) having the following characteristics: • image is clear and clean • in register and aligned to the printed surface. – finishing techniques applied as required. *Assessment Tool* *Portfolio Assessment, COM2080–1* *Standard* *Performance rating of 1 for each criteria* **Notes:** The items for the portfolio may be completed and assessed in stages; e.g., a screen printing master may be assessed before the total portfolio is completed so that the screen can be used by another student for his or her project. Have the student select an appropriate job/task to apply one or more techniques learned in COM2070 –Printing Techniques 1.	90

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• the student's presentation of project work to teacher/ peers and/or client. *Assessment Tool* *Presentations/Reports, COM2080–2* *Standard* *Performance rating of 2 for each criteria*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• generate one or more ideas suitable for a single-register print • complete comprehensive layouts incorporating accepted design principles (e.g., proportion, balance, contrast, rhythm, harmony, unity) and use of white space • demonstrate responsibility and ethical behaviour by working within school and community standards.	See Intermediate Printing Techniques for module for more detailed SLEs.
Applied Technologies	• prepare master(s) using suitable approaches for the printing task • demonstrate accurate image placement with the aid of registration guides • print master for each printing task • apply finishing techniques as required.	
Presentation	• critique completed layout(s) and print(s) • create and present a portfolio consisting of samples of the student's work.	

MODULE COM2090: AUDIO/VIDEO 1

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students expand on basic audio/video production techniques.

Note: This module can focus on audio and/or video concepts.

Module Parameters: Access to basic audio and video equipment, a basic studio facility and editing equipment/facility.

Supporting Module: COM1060 Audio/Video Production 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • complete assignments/projects, using audio/video equipment • develop skill in using production elements; e.g., lighting, sound, effects • critique audio/video assignments	*Assessment of student achievement should be based on:* • a portfolio consisting of: – two short assignments (e.g., one minute) and one project (e.g., three to five minutes) demonstrating competence in: • setting up, using, dismantling audio and video equipment • creating and using a storyboard • application of production elements: – camera framing and focusing – use of camera shots, angles and movement – cut and transitions – lighting – audio recording and manipulation. *Assessment Tool* *Portfolio Assessment, COM2090–1* *Standard* *Performance rating of 1 for each criteria*	80
	• a critique on one presentation describing the following: development and structure, technical merit, and how effectively the techniques complement the content, and	10

MODULE COM2090: AUDIO/VIDEO 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a presentation of knowledge of audio/video technology and equipment (e.g., 250-word report, five to 10-minute presentation, 30-question quiz). *Assessment Tool* *Presentations/Reports, COM2090–2* *Standard* *Performance rating of 2 for each criteria*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• prepare a storyboard for an audio project concentrating on the development of specific effects and techniques (e.g., sound level, distortion and ambient sound) **and** a storyboard for a video project concentrating on the development of specific effects and techniques (e.g., angle and movement, cuts, transitions, lighting) • prepare a production plan for recording a one- to three-minute audio clip and a one- to three-minute video clip demonstrating identified effects and techniques • prepare a storyboard and production plan for recording a five-minute project combining audio and video techniques and relating a short story or message • follow prepared production plans and storyboards and produce audio and video projects	Storyboards are useful tools for planning productions in video and in animation. Students who have taken the Animation 1 module will have been introduced to this tool. Teachers may wish to prepare a standard audio and video checklist as a way to track which techniques and effects a student has demonstrated.

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	*The student should:* • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • demonstrate a variety of production elements (e.g., camera framing and focusing, lighting, audio manipulation) through project work • demonstrate responsibility and ethical behaviour by working within school and community standards.	
Applied Technologies	• record audio/video assignments • set up and operate audio and/ or video recording equipment in a safe and responsible manner • demonstrate specific audio and/ or video techniques as described in recording plans.	Students who have taken the Audio/Video 1 module should be able to use the equipment. Here they can concentrate on technique/skill development.
Presentation	• present assignments to teacher/peers for critique and evaluation • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: – how well the techniques were accomplished – relationship of the storyboard to the story told in final product – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	It is important that students become able to critique their own work and provide suggestions and constructive criticism to others during project development and upon final presentation. This will help each student in the group succeed rather than just a few.

MODULE COM2100: AUDIO/VIDEO 2

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students build on production skills through application of preproduction and post-production techniques.

Module Parameters: Access to basic audio and video equipment, a basic studio facility and editing equipment/facility.

Supporting Module: COM2090 Audio/Video 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **apply preproduction, production and post-production techniques to complete an audio/video project** • **apply production elements; e.g., lighting, sound, to enhance the production** • **apply post-production editing techniques**	• a portfolio consisting of: – an audio/video project five or more minutes in length – development of a project proposal including pre-production, production and post-production elements – development of a project treatment – working plan detailing responsibilities. *Assessment Tool* *Portfolio Assessment, COM2100–1* *Standard* *Performance rating of 1 for each criteria*	60
	• a presentation describing the development of the project, the use of production elements (lighting, sound, etc.) and how these elements/techniques complement the content, and	20
	• a presentation of knowledge of pre- and post-production techniques (e.g., 250-word report, five to 10-minute presentation, 30–question quiz). *Assessment Tool* *Presentations/Reports, COM2100–2* *Standard* *Performance rating of 2 for each criteria*	20

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* • working in a group, create a project proposal for an audio/video production that recognizes and includes elements of preproduction (e.g., planning, treatment, scripting, storyboarding), production (e.g., shooting, lighting, acting, live narration, floor direction, live sound recording) and post-production (e.g., editing, special effects, titling, sound effects, voice over narration) • devise a treatment for the proposal outlining the what the project would entail: – story concept – script outline – on-location/studio-based requirements – shot list – anticipated technical requirements – timeline with key benchmarks • prepare work plan and distribute responsibility so each member of the group will have key responsibilities (e.g., host/actor, camera operator, sound recording, editor) but will also have the opportunity to play other roles or share roles in the production • identify what the various roles (production positions) are and what responsibilities they entail	Full audio/video production requires the efforts of a number of people working together. Students need to work in groups in this area to produce their work. A sideline to the production activity will be the development and/or reinforcement of basic competencies identified in the "Teamwork" section of the Basic Competencies Reference Guide in Section G.

MODULE COM2100: AUDIO/VIDEO 2

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	*The student should:* • using prepared production plans and storyboards, produce an audio/video project • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • demonstrate responsibility and ethical behaviour by working within school and community standards.	Terminology could include hand signals used in the studio.
Applied Technologies	• demonstrate with various sound effects and sound producing techniques to achieve a variety of effects as part of the production activity • demonstrate with various artificial and natural lighting as part of the production activity • show responsibility for assigned role(s) during the production • operate audio and/ or video recording equipment in a safe and responsible manner.	Many sound engineers experiment with sounds and collect them for future use.
Presentation	• present assignments to teacher/peers for critique and evaluation • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: – how well the techniques were accomplished – relationship of the storyboard to the story told in final product – aesthetics – meeting of school and community standards – organization of production task • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	

MODULE COM2110: ANIMATION 2

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students build skills in planning, idea development and storytelling technique, and their application through various animation methods.

Module Parameters: Access to basic animation equipment (animation board, camera with single frame ability) and/or a computer with animation software.

Supporting Module: COM1070 Animation 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate various traditional animation styles, techniques, applications and terminology • identify and demonstrate principles of animation; e.g., exaggeration, stretch/squash, through project work	• a presentation of knowledge of animation styles, techniques, applications, terminology and selected principles of animation (e.g., 250-word report, a demonstration/discussion while engaged in animating, a 30-question quiz). *Assessment Tool* *Presentations/Reports, COM2110–2* *Standard* *Performance rating of 2 for each criteria*	20
• produce a short animation assignment(s) that: – develops an idea; e.g., establishes a theme, evokes an emotional response – tells a story	• a portfolio consisting of: – an animation project (e.g., 30 seconds) that demonstrates the student's ability to have the images move "effectively" – an animation with a beginning, a middle and an end – a synopsis of the story or idea – a completed storyboard or outline for the animation – beginning and/or end credits/titles for the animation	70

MODULE COM2110: ANIMATION 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:* – demonstration through the project of at least two animation principles. *Assessment Tool* *Portfolio Assessment, COM2110–1* *Standard* *Performance rating of 2 for each criteria* • a presentation of the animation in which the student discusses the production, his or her choice of animation technique(s), possible enhancements, and how well the animation achieves its purpose. *Assessment Tool* *Presentations/Reports, COM2110–2* *Standard* *Performance rating of 2 for each criteria*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* • observe and describe various animation styles, techniques and applications • identify at least three traditional and/or digital animation styles and techniques (e.g., cel animation, claymation, pixilation) • identify two applications of animation (e.g., cartoons, film, advertising) and describe how traditional animation techniques are used in this context • provide one example for each application identified.	Encourage students to: • define the purpose for creating the animation, and • create titles that blend in with the rest of the animation.

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	*The student should:* • prepare a story outline for a presentation; e.g.: – a storyboard illustrating the flow of the story – description of the images or scenes to be animated – a synopsis (50–100 words) describing the story or idea. • demonstrate responsibility and ethical behaviour by working within school and community standards.	The most important outcome is for the student to create a plan for the project and to follow it.
Applied Technologies	• select an appropriate technique for the animation; e.g., cel animation, claymation, digital • identify and describe principles of animation such as personification, exaggeration, secondary action, anticipation, stretch and squash • use selected principles of animation in project work • complete an animation project by: – preparing visual materials; e.g., models, cells – preparing backgrounds and/or sets as required – prepare visual elements – following storyboard while shooting project – creating and shooting beginning and/or end credits/titles – editing rough footage to final form.	Many of the principles of animation can be found in short animated films from the National Film Board of Canada (NFB) and other film/video distributors. Students might also be asked to recall what they have seen in cartoons on television. Stretch and squash can be tested using simple flip-book animation.
Presentation	• present the project to teacher/peers for critique and evaluation • create a portfolio that includes all preparatory components of the project (e.g., storyboard, description of scenes, synopsis), finish project(s) and any other teacher specified requirements.	

MODULE COM2120: DIGITAL DESIGN 2

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students enhance their abilities to integrate various media for the purpose of producing a multimedia message for a target audience, using the computer as a significant production tool.

Module Parameters: Access to a computer, CD ROM, scanner, audio/video equipment.

Pre/corequisite: COM1080 Digital Design 1
INF2130 Multimedia Authoring 1 [Information Processing Strand]

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• design and plan a multimedia message to be communicated to a target audience • produce and present the message, using two or more media linked through digital technology selected by the student • evaluate the effectiveness of the message, using an evaluation instrument	• a portfolio consisting of: – at least two multimedia messages that require the combining and manipulating of media elements from two or more media into one product: • the message(s) will be directed to a target audience of the student's choice • the message(s) will convey a central idea, impression or theme, and include an appropriate beginning and end title that fit thematically with the rest of the message – a presentation of the project to a target audience. *Assessment Tool* *Portfolio Assessment, COM2120–1* *Standard* *Performance rating of 1 for each criteria*	80
	• a written or oral evaluation of the effectiveness of the production – message suitability – message clarity – media suitability – technical quality – aesthetics – meeting of school/community standards. *Assessment Tool* *Presentations/Reports, COM2120–2* *Standard* *Performance rating of 2 for each criteria*	20

MODULE COM2120: DIGITAL DESIGN 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* • devise messages to deliver ideas using a combination of two or more media (e.g., video, CD ROM, audio) • select appropriate media to convey various messages justifying their selection based on the appropriateness of the media to the task • devise a plan for delivering a message using a combination of at least two different media, this plan should include: – statement of the message to be delivered and working title – identification of the target audience and their general characteristics – preferred media and why it has been selected – associated resource requirements (e.g., equipment, facility, personnel) and applications – timeline with key delivery dates including interim review/critique and final presentation • produce messages following plan, modifying plan as required, justifying the need for modification with reasoned arguments • provide examples of feedback obtained from potential target audience during development/production and revise as required • demonstrate responsibility and ethical behaviour by working within school and community standards.	Students should be able to identify messages to deliver through digital format. Some may need to select from a pool of ideas generated by the teacher or class. Emphasis should be placed on applying the techniques required in combining multiple sources of media to produce one effective message to convey each idea. The iterative nature of projects can cause plans to be revised as they are carried out. Students need to recognize this and be able to suggest/make/and rationalize these changes based on reasoned arguments. Students should produce projects that are at least 30 seconds in length for video. Other media will take longer to achieve.

Concept	Specific Learner Expectations	Notes
Applied Technologies	*The student should:* • transfer images, messages, symbols, etc.; between and among different media (e.g., computer, video, audio, print) • describe basic notions of the process by which this transfer occurs.	The emphasis must be on communication of the message no matter how long it takes.
Presentation	• present final products to the target audience • provide examples of feedback obtained on appropriateness and effectiveness of message based on: – message suitability for the target audience – message clarity – media suitability for the message delivered – technical quality – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	Students should request feedback and during project development and at completion. This feedback should include recognition and adherence to school and community standards.

MODULE COM2130: SPECIAL EFFECTS PHOTOGRAPHY

Level: Intermediate

Theme: Photography

Prerequisite: COM1030 Photography 1

Module Description: Students are introduced to the creative use of the camera, the darkroom and/or digital techniques, in order to produce various photographic effects.

Module Parameters: Access to a still camera (film or digital) and film or digital processing and printing equipment (either in the lab or through a community source).

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **use the camera shutter and aperture to create basic special effects** • **apply darkroom/digital techniques to create different photographic effects**	*Assessment of student achievement should be based on:* • a portfolio consisting of a minimum of five photographs: – at least two photographs will illustrate special effects resulting from camera manipulation (see Specific Learner Expectations [SLEs]) – at least two photographs will involve photographic effects created in the darkroom or digitally – each photograph must be accompanied by a caption that describes the technique(s) – a "Photography Log Sheet" with pertinent details. *Assessment Tool* *Portfolio Assessment COM2130–1* *Standard* *Performance rating of 1 for each criteria*	70
	• the student's presentation of work completed and assessment of his or her activities (e.g., reflection log, presentation). *Assessment Tool* *Presentations/Reports, COM2130–2* *Standard* *Performance rating of 1 for each criteria*	20

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	- a teacher-directed evaluation of the student's knowledge of cropping, double exposure, dodging, burning-in, vignetting, "sabattier" effect, etc.	10
- demonstrate basic competencies.	- observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Applied Technologies	- demonstrate photographic effects; e.g., great or shallow depth-of-field, camera angle, close-up, blurred action and trick photography - demonstrate darkroom or digital effects; e.g., cropping, double exposure, dodging, burning-in or vignetting and "sabattier" effect - demonstrate various lighting techniques - manipulate the finished product; e.g., by colouring, cutting, retouching - use equipment and facilities as directed in a safe and responsible manner - demonstrate responsibility and ethical behaviour by working within school and community standards.	Digital photography allows for a variety of image manipulation. Teachers should incorporate this technology where it correlates to the SLEs.
Presentation	- present the final product to teachers and peers for evaluation - create and present a portfolio consisting of samples of the student's photographs - articulate possible reasons for various special effects being possible to create - suggest applications for special effects photographs produced.	

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Communication Technology.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module COM3010: Presentation & Communication 3 .... F.3
Module COM3020: Media & Design Analysis 2 .... F.7
Module COM3030: Script Writing 2 .... F.11
Module COM3040: Photography 3 .... F.13
Module COM3050: Photojournalism F.17
Module COM3060: Photographic Techniques 2 .... F.21
Module COM3070: Colour Photography F.25
Module COM3080: Printing Techniques 2 .... F.29
Module COM3090: Printing Applications 2 .... F.31
Module COM3100: Audio 3 .... F.33
Module COM3110: Video 3 .... F.37
Module COM3120: Animation 3 .... F.41
Module COM3130: Digital Design 3 .... F.45

MODULE COM3010: PRESENTATION & COMMUNICATION 3

Level: Advanced

Theme: Presentation

Prerequisite: None

Module Description: Students refine presentation skills specific to a target audience.

Module Parameters: Access to a various media equipment such as overhead projector, slide projector, flip chart, computer, video camera, photograph equipment.

Supporting Module: COM2010 Presentation & Communication 2

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • prepare presentations for "real" audiences in a variety of contexts; e.g., in class, in school, in community • prepare presentation materials; e.g., overhead transparencies, charts, graphs, radio/television advertisement, for delivery by self or another presenter • evaluate a variety of presentations: – self and/or peer – professional and/or commercial	*Assessment of student achievement should be based on:* • a portfolio consisting of: – two presentation assignments, five to seven minutes in length, which include the use of three different types of media/technology and delivered to a "real" (if not delivered via video or audio technology) audience – samples of work from three different media (e.g., print, audio, video, computer) used in student's presentation – a written evaluation (minimum 300 words) on one presentation made by the student which outlines the intent of the presentation, provides justification for the supporting resources, and summarizes of the responses from a questionnaire or survey provided to the audience. *Assessment Tool* *Portfolio Assessment, COM3010–1* *Standard* *Performance rating of 2 for each criteria*	50 20 20

MODULE COM3010: PRESENTATION & COMMUNICATION 3 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a final presentation to a target audience of one presentation assignment. *Assessment Tool* *Presentations/Reports, COM3010–2* *Standard* *Performance rating of 3 for each criteria*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• prepare and present information to a "real" target audience (e.g., a group with some background in the topic area) based on a teacher-specified topic • prepare and present to a "real" target audience based on a student-specified topic: – each presentation will have the following characteristics: • five to seven minutes in duration • be targeted to the audience • be developed and presented using an established presentation process • include the use of different types of mediated support material (e.g., print, overhead transparency, real object, flip chart, slides, video, CD ROM, computer-generated images) • be evaluated by the target audience • use one presentation to explore the a specific delivery mechanism (e.g., radio/television commercial, public service announcement [PSA], audio or video news report, billboard advertisement, poster design, etc.)	

MODULE COM3010: PRESENTATION & COMMUNICATION 3 (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	*The student should:* • where possible, contact professionals working in a presentation and/or communication field and identify how they develop and deliver presentations and/or make mediated presentation materials and the characteristics they look for in presenters, their presentations and the support materials they use • demonstrate responsibility and ethical behaviour by working within school and community standards.	This may be by inviting a business representative to make a presentation to the students.
Applied Technologies	• select and use media based on its positive attributes for specific types of presentations • identify facility and equipment requirements for use of mediated materials making logical decisions based facility and equipment availability, effectiveness, ease of use, etc. • produce mediated materials to support presentations.	
Presentation	• make final presentations to target audience • use appropriate language (verbal and body language) and speech techniques • demonstrate self-confidence during presentation • show that all necessary facility/equipment is in place and functioning for presentation • provide examples of feedback obtained on appropriateness and effectiveness of presentation based on: – use of the presentation process – personal presentation technique – presentation flow – technical quality of support materials	

Concept	Specific Learner Expectations	Notes
Presentation (continued)	*The student should:* • prepare a report on one presentation outlining: – intent of the presentation including subject matter, target audience, length, type of presentation – selection and justification of supporting materials – self-evaluation of presentation – peer-evaluation of presentation • create and present a portfolio of work completed in this module (e.g., project plan, reflection on decisions made and their impact on the project, working drafts, etc.) or add this work to an existing portfolio.	

MODULE COM3020: MEDIA DESIGN & ANALYSIS 2

Level:	Advanced
Theme:	Presentation
Prerequisite:	None
Module Description:	Students use school and/or community resources to produce messages for a target audience to be delivered through two or more media.
Module Parameters:	Specialized facilities depend on the direction taken in the module. Students should have access to a various media equipment such as overhead projector, slide projector, flip chart, computer, video camera, photographic equipment.
Supporting Module:	COM2020 Media Design & Analysis 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **identify, select, justify and develop a message for a target audience, using two or more media** • **analyze the same message, as delivered through different media** • **critique media message/product**	• a portfolio consisting of: – a project proposal to promote a specific idea, product or event – plans for the production of two media messages – two different messages produced from the project proposal – the techniques to be used, justification for the choice of media and a method for evaluating the effectiveness of the message/medium, and	70
	– an analysis of media messages that will include at least two examples from three different media sources; e.g., billboards, radio, television, magazine. *Assessment Tool* *Portfolio Assessment, COM3020–1* *Standard* *Performance rating of 2 for each criteria*	20
	• a presentation of work completed and inclusion in a portfolio. *Assessment Tool* *Presentations/Reports, COM3020–2* *Standard* *Performance rating of 3 for each criteria*	10

MODULE COM3020: MEDIA DESIGN & ANALYSIS 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* • identify two messages to deliver to one or more target audiences • select two (or more) media in which to produce each message (e.g., print, audio, video, animation) • justify this selection based on the target audience(s), media attributes, availability of technical facility, personal technical background and technical assistance available • devise a plan for producing each message in each form(s) of media, and follow it to produce messages in each form(s) of media • demonstrate responsibility and ethical behaviour by working within school and community standards.	Students at this level should be able to select appropriate media to deliver different types of messages to different target groups. They should justify their selections through reasoned arguments about the type of message, target audience and media characteristics. Students should be able to devise and follow a simple plan but will need confirmation with respect to facility and equipment availability etc.
Applied Technologies	• use selected media to produce messages • use technical facilities, equipment and expertise as required to complete production of message • use technical facilities, equipment and expertise as required to present messages in each format.	This module might be taught in conjunction with a module(s) that deal with specific technical skills such as Video 3 or Printing Techniques 2.

MODULE COM3020: MEDIA DESIGN & ANALYSIS 2 (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Presentation	• present final products to peers for their reaction and gather feedback using a survey instrument (e.g., survey form, standardized set of questions posed directly to the audience) • analyze results of target audience reaction to message including: – appropriateness of media selected for messages produced – effectiveness of message delivery; i.e., did it communicate the main point in each form of media? – technical quality – aesthetics – meeting school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	A variety of survey instruments can be used to gather information. Students need to use the information they gather to make reasoned decisions for future projects.

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MODULE COM3030: SCRIPT WRITING 2

Level:	Advanced
Theme:	Presentation
Prerequisite:	None
Module Description:	Students refine script-writing skills by producing scripts for specific media formats.
Module Parameters:	No specialized facilities or equipment.
Supporting Module:	COM2030 Script Writing 1

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate knowledge and skill specific to writing scripts for selected formats • select a format; e.g., long, short, and write a script in that format for a target audience	• a portfolio that includes: – a draft and final version for two of the following: • public service announcement or commercial (minimum 30 seconds) • news or documentary (minimum three minutes) • radio or screenplay (drama) (minimum five minutes) – a comparison of one script to a professionally written script (or equivalent) of the same type. *Assessment Tool* *Portfolio Assessment, COM3030–1* *Standard* *Performance rating of 2 for each criteria*	80
	• presentation of work completed and inclusion in a portfolio. *Assessment Tool* *Presentations/Reports, COM3030–2* *Standard* *Performance rating of 3 for each criteria*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* • produce ideas to be developed into a script • prepare and expand on script ideas, proposals and treatment plans • complete scripts for the following: – public service announcement or commercial – news or documentary – radio play or screen play • use the characteristics of a good script to write a script in the specific format • compare and contrast scripts developed with professionally developed or other sample scripts • demonstrate responsibility and ethical behaviour by working within school and community standards.	Encourage the student to use the approach to writing and revising that works for him or her. Readings of works in progress should be encouraged throughout the writing process.
Presentation	• present completed project(s) to teacher and peers • create and present a working portfolio consisting of the proposal, a draft and final version of each script.	The portfolio may be used to generate an actual production in another module.

MODULE COM3040: PHOTOGRAPHY 3

Level: Advanced

Theme: Photography

Prerequisite: None

Module Description: Students apply various light sources, multiple lighting arrangements and metering techniques with an emphasis on flash and studio lighting.

Module Parameters: Access to cameras (film or digital), a darkroom, film or digital processing and printing equipment and access to a studio facility.

Supporting Module: COM2040 Photography 2

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and describe different camera and film formats • use different camera and film formats • apply the theory and operation of light-metering devices and electronic flash devices in a photographic assignment • apply studio lighting techniques to a photographic assignment	*Assessment of student achievement should be based on:* • a portfolio consisting of: – at least five photographs processed, printed and mounted by the student and showing: • application of studio lighting techniques • use of light-metering devices • use of electronic flash devices – a lighting diagram for at least two photographs showing the relative position of the camera; subject; main, fill, background and hair lights; background and props – a critique of the photographs. *Assessment Tool* *Portfolio Assessment, COM3040–1* *Standard* *Performance rating of 2 for each criteria*	80

MODULE COM3040: PHOTOGRAPHY 3 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a minimum of 50% on a teacher-designed concept test (approximately 20 questions) on incident and reflective hand-held meters, flash meters, concepts such as the "Inverse Square Law," focal plane limitations, stop action, multiple exposures, fill lighting and different cameras and film formats	10
	• presentation of project work to teachers/peers. *Assessment Tool* *Presentations/Reports, COM3040–2* *Standard* *Performance rating of 3 for each criteria*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• describe various camera formats (e.g., 35 mm SLR, viewfinder, rangefinder) and their applications (e.g., photojournalism, portraiture, product advertising) • identify and describe various lighting sources (e.g., sunlight, tungsten, fluorescent, electronic flash), their characteristics and their effect on the photographed subject • describe and apply the following concepts: Kelvin ratings, "Inverse Square Law," incident/reflective light • identify and describe different studio lighting arrangements; e.g., Rembrandt, Paramount • apply studio knowledge in still and portrait photography • demonstrate responsibility and ethical behaviour by working within school and community standards.	The "Inverse Square Law" is $I = \frac{1}{D^2}$, where I = Intensity of the light and D = Distance of the light source to the subject being photographed.

MODULE COM3040: PHOTOGRAPHY 3 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	*The student should:* • select and use light sources to achieve desired effects • use built-in, hand and/or flash meters and gray cards to determine desired camera settings • use flash lighting device(s) including: – flash synchronization –M and X – aperture calculations • produce photographs using flash • control and adjust lighting intensity • process images.	
Presentation	• mount prints for presentation and display • make changes where necessary • present completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards) • create and present a portfolio consisting of samples of the student's photographs.	

MODULE COM3050: PHOTOJOURNALISM

Level:	Advanced
Theme:	Photography
Prerequisite:	None
Module Description:	Students are introduced to photojournalism.
Module Parameters:	Access to still camera (film or digital) and film or digital processing and printing equipment and a computer.
Supporting Module:	COM2050 Photographic Communication

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• apply knowledge of composition, lighting, exposure and image processing to photographing specified events • integrate type and photographs to complete a layout • identify career options in photojournalism	• a portfolio consisting of: – the student's (or client's) description/outline of the topic to be covered – the images in their final presentation with the appropriate captions – documentation of the student's evaluation of the assignment, including comments from the client and/or teacher – a presentation of information on career options in photojournalism. *Assessment Tool* *Portfolio Assessment, COM3050–1* *Standard* *Performance rating of 2 for each criteria*	90
	• presentation of work to client and/or teacher and peers. *Assessment Tool* *Presentations/Reports, COM3050–2* *Standard* *Performance rating of 3 for each criteria*	10

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **demonstrate basic competencies.**	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* • describe the legal and ethical responsibilities of a photojournalist • coordinate picture taking assignments (e.g., school newspaper, yearbook) with clients • process and proof all images and develop a filing system • consult with client(s) and select images that will meet the requirements of specific layouts • complete page layouts by adding captions and stories to images • demonstrate responsibility and ethical behaviour by working within school and community standards.	The student or teacher may choose the topic, if there is no client involved.
Applied Technologies	• illustrate representative coverage with long, medium and close-up photos having a variety of horizontal and vertical compositions • enlarge images to required sizes.	

Concept	Specific Learner Expectations	Notes
	The student should:	
Presentation	• review work with client and make changes as necessary	
	• present completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards)	
	• mount prints for presentation and display (as required)	
	• identify career options	
	• create and present a portfolio consisting of the photographs and captions from the assignment.	Have students display their work in the classroom, school, local community, etc.

MODULE COM3060: PHOTOGRAPHIC TECHNIQUES 2

Level: Advanced

Theme: Photography

Prerequisite: None

Module Description: Students create special photographic effects through a variety of approaches, including advanced enlarging techniques, high contrast derivations, toning, retouching and print presentation.

Module Parameters: Access to still cameras, a darkroom and photo retouching equipment.

Supporting Module: COM2060 Photographic Techniques 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• use enlarging techniques to achieve a variety of photographic effects • use retouching techniques to enhance visual quality and/or to achieve different special effects with photographic prints • alter/convert continuous tone black and white prints through the use of colour and through the use of high contrast materials and techniques	• a portfolio consisting of a : – minimum of five photographs taken, processed, proofed and printed by the student, showing application of: • enlarging techniques; e.g., vignetting, multiple printing • high contrast derivation • toning • retouching; e.g., spotting, airbrushing	60
	– each photograph must be mounted and accompanied by a caption describing the technique used	10
	– documentation of the student's experiences while creating the photographic effects (e.g., reflection log, journal).	10
	Assessment Tool *Portfolio Assessment, COM3060–1* *Standard* *Performance rating of 2 for each criteria*	

MODULE COM3060: PHOTOGRAPHIC TECHNIQUES 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a presentation of project and description/discussion of enlarging techniques, high contrast derivations, toning and retouching, etc., used during project. *Assessment Tool* *Presentations/Reports, COM3060–2* *Standard* *Performance rating of 3 for each criteria*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• use enlarger and other necessary equipment and facilities to produce prints • use tools and materials (e.g., airbrush, hand spotting brush and spot tone) to modify/enhance photographs • describe applications for various photographic techniques (e.g., serigraphy master) • demonstrate responsibility and ethical behaviour by working within school and community standards.	

MODULE COM3060: PHOTOGRAPHIC TECHNIQUES 2 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	*The student should:* • apply such techniques as contrast manipulation, vignetting, multiple printing and solarization • use spotting and airbrush techniques for print retouching • use print toners and print colouring materials • use orthochromatic film and/or electronic imaging techniques to produce such high contrast derivations as negatives, positives, tone line images and tone separations.	Similar and/or additional techniques may be done using digital technology.
Presentation	• present the completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards) • make changes as necessary • mount prints for presentation and display using dry mounting, cutting mattes, framing, etc. • create a portfolio consisting of samples of the student's photographs.	

MODULE COM3070: COLOUR PHOTOGRAPHY

Level: Advanced

Theme: Photography

Prerequisite: COM1030 Photography 1

Module Description: Students are introduced to colour photography.

Module Parameters: Access to still cameras, a colour darkroom and photo retouching equipment.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the additive and subtractive colour processes • identify and describe the differences between negative and reversal photographic materials	• a minimum of 50% on a teacher-designed concept test (approximately 20 questions) demonstrating knowledge of the additive and subtractive colour theory, and negative and reversal photographic materials and processes	20
• expose and process negative and/or reversal films and paper • critique completed photographs	• a portfolio consisting of: – a minimum of two photographs taken, processed, printed and suitably mounted by the student – a critique of the photographs taken outlining intent, technical quality and technical data. *Assessment Tool* *Portfolio Assessment, COM3070–1* *Standard* *Performance rating of 2 for each criteria*	80
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE COM3070: COLOUR PHOTOGRAPHY (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* • identify the primary and secondary colours as they apply to additive and subtractive colour theory • describe additive colour theory as it applies to colour photography and other applications (e.g., colour television) • demonstrate responsibility and ethical behaviour by working within school and community standards.	
Applied Technologies	• use bracketing to demonstrate exposure latitude, and use alternative light sources such as outdoor, indoor and electronic flash to illustrate colour temperation and psychological effects • use colour heads to manipulate colour and density • expose and develop colour slide/negative film • prepare graphics for slides and photograph with high contrast film (where possible) • use an enlarging meter for colour and density readings • prepare chemistry and facilities for colour printing • select a slide/negative and expose and develop a colour test print • judge test print for colour and density and make adjustments on the subsequent print.	

MODULE COM3070: COLOUR PHOTOGRAPHY (continued)

Concept	Specific Learner Expectations	Notes
Presentation	*The student should:* • present completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards) • identify intent of photographs and their success at meeting the intent • provide technical data as required • review work and make changes as necessary • mount completed work for display and presentation • create a portfolio consisting of samples of the student's photographs.	

MODULE COM3080: PRINTING TECHNIQUES 2

Level:	Advanced
Theme:	Print
Prerequisite:	COM2070 Printing Techniques 1
Module Description:	Students are introduced to multiregister reproductive printing.
Module Parameters:	Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities capable of multi-register printing.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • prepare visual images for printing in at least two colours • prepare masters required to print images in at least two colours; e.g., offset plate, serigraphic stencil, relief lockup • print an image in register • use finishing techniques, as required	*Assessment of student achievement should be based on:* • a portfolio consisting of products based on teacher-assigned tasks including: – samples of camera-ready copy for multi-register printing – masters used to reproduce camera-ready copy using at least two different printing methods capable of multi-register printing – a minimum of two finished prints demonstrating the two printing methods, and having the following characteristics: • the image is clear and clean • in register and aligned to the printed surface – application of finishing techniques as required. *Assessment Tool* *Portfolio Assessment, COM3080–1* *Standard* *Performance rating of 2 for each criteria*	90
	• present project work to clients, teachers and/or peers. *Assessment Tool* *Presentations/Reports, COM3080–2* *Standard* *Performance rating of 3 for each criteria*	10

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **demonstrate basic competencies.**	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* • produce one or more ideas suitable for a multi-register printing • complete comprehensive layouts incorporating accepted design principles • select appropriate printing method and prepare masters, using previously learned approaches • demonstrate responsibility and ethical behaviour by working within school and community standards.	The notion of multi-register is that more than one colour will be sequentially printed on the same surface. Students at this level should be able to print an image in at least two colours. Teachers may wish to have them try printing more than two colours on one or more projects. Teachers may wish to have students try printing images on a variety of surfaces; e.g., rough, smooth, flat, curved.
Applied Technologies	• produce accurate image placement with the aid of registration guides • print images using available mass-production technology.	Consult authorized learning and teaching resources for detailed methodologies.
Presentation	• present completed layouts, masters and prints for feedback • create and present a portfolio consisting of the layout, master and samples of the finished product.	

MODULE COM3090: PRINTING APPLICATIONS 2

Level: Advanced

Theme: Print

Prerequisite: None

Module Description: Students apply the technique of multiregister printing to practical situations.

Module Parameters: Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities capable of multi-register printing.

Supporting Module: COM2080 Printing Applications 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate a practical print-based task, applying previously learned techniques • select a suitable printing method, prepare masters suitable for the printing task; e.g., offset plate, serigraphic stencil, relief lockup, and reproduce in required quantity • print images in register • use finishing techniques as required	• a portfolio consisting of job-related products including: – a camera-ready copy for products requiring multiregister printing – masters used to reproduce the image(s) – finished printed product(s) with the following characteristics: • image is clear and clean • in register and aligned to the printed surface – application of finishing techniques as required. *Assessment Tool* *Portfolio Assessment, COM3090–1* *Standard* *Performance rating of 2 for each criteria*	90
	• present project work to clients, teacher and/or peers. Student justifies selection of specific techniques used to complete job(s). *Assessment Tool* *Presentations/Reports, COM3090–2* *Standard* *Performance rating of 3 for each criteria*	10

MODULE COM3090: PRINTING APPLICATIONS 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: - demonstrate basic competencies.	*Assessment of student achievement should be based on:* - observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* - produce one or more ideas suitable for a multiregister printing - complete comprehensive layouts incorporating accepted design principles - prepare master(s) using suitable approaches for the printing task - demonstrate responsibility and ethical behaviour by working within school and community standards.	The student should be working independently and with little or no supervision.
Applied Technologies	- produce accurate image placement with the aid of registration guides - print master for each printing task - apply finishing techniques as required.	Consult authorized learning and teaching resources for detailed methodology.
Presentation	- present completed layout(s), master(s) and print(s) for feedback - create and present a portfolio consisting of the layout and samples of the finished product.	The student may use this final portfolio when applying to a post-secondary institution, or when talking to a potential employer.

MODULE COM3100: AUDIO 3

Level:	Advanced
Theme:	Audio/Video/Digital
Prerequisite:	None
Module Description:	Students plan, develop and produce specific audio projects.
Module Parameters:	Access to audio equipment (e.g., microphones, mixer, amplifier, speakers), a basic studio facility and audio editing equipment/facility.
Supporting Module:	COM2090 Audio/Video 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• apply preproduction, production and post-production techniques and strategies to complete an audio project • use audio equipment and various sound recording techniques to enhance the production	• a portfolio consisting of: – an audio project (five to eight minutes) that demonstrates the student's application of a planning strategy (e.g., audio script showing all sound cues), use of audio equipment (e.g., microphones, mixers, amplifier), and production techniques (e.g., dubbing, editing)	50
	– an audio assignment (two to three minutes) that uses sound, but no words. All sounds will be recorded by the student and edited to demonstrate the use of fading, layering, polishing, special effects and transitions	20
	– a director's log book that contains: • the audio script (including all sound cues) • a storyboard (where applicable), and • at least one critique (minimum 150 words) for two of the following stages (preproduction, production and post-production)	20
	Assessment Tool *Portfolio Assessment, COM3100–1*	
	Standard *Performance rating of 2 for each criteria*	

MODULE COM3100: AUDIO 3 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• presentation of project work to teachers and/or peers. *Assessment Tool* *Presentations/Reports, CPM3100–2* *Standard* *Performance rating of 3 for each criteria.*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• working in a group, create a project proposal for an audio production for a target audience that recognizes and includes elements of preproduction, production and post-production. • devise a treatment for the proposal outlining what the project would entail: – story concept – script outline – on-location/studio-based requirements – recording list – anticipated technical requirements – timeline with key benchmarks • prepare work plan and distribute responsibility so each member of the group will have key responsibilities • follow prepared production plans and storyboards and produce an audio project	The emphasis in this module should be on the student's ability to organize and manage an audio project. Specific technical skills will also be learned or enhanced.

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	*The student should:* • repeat process as required to produce an experimental project concentrating on exploring the properties of sound and various sound recording, editing and manipulation techniques • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • select and research careers and contact professionals in audio fields • demonstrate responsibility and ethical behaviour by working within school and community standards.	It is important that students learn the importance of sound to productions but also to the human condition. This can be explored through this kind of experimental project. This provides a good opportunity to develop community partners for the program.
Applied Technologies	• enhance audio equipment operation skills through producing audio projects, these skills to include: – on-location recording and studio recording – microphone placement for recording – sound layering – dubbing – editing – special effects • select and implement pre- and post-production techniques as required • operate audio recording equipment in a safe and responsible manner.	A student may choose to complete one major project if it has all the requirements defined in the assessment standards.
Presentation	• present assignments to the target audience for critique and evaluation • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: – how well the techniques were accomplished – relationship of the storyboard to the story told in final product – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	The target audience may be teacher and may be teacher and group. It may also be an external client.

MODULE COM3110: VIDEO 3

Level: Advanced

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students plan, develop and produce specific video projects.

Module Parameters: Access to video equipment suitable for pre-production, production and post-production including a basic studio facility and video editing equipment/facility.

Supporting Modules: COM2090 Audio/Video 1
COM3100 Audio 3

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • apply preproduction techniques and strategies to produce a video; e.g., prepare a proposal, treatment/script, timeline, shot list, rehearsal schedule • apply such production elements as lighting, sound, and special effects to the production • use such post-production techniques/elements as an edit decision list, narration, sound, music, effects or titles to enhance the production • present the final product to an audience for feedback	*Assessment of student achievement should be based on:* • a portfolio containing: – the planning and production of a two- to three-minute video on an assigned topic, using in-camera editing – a video project for a target audience (five to eight minutes) that demonstrates the student's application of pre- and post-production planning – for each project prepare a: • story outline or storyboard • shot list; e.g., camera angle, medium or close-up shot • director's log book, which includes an edit decision list, revision entry for two of the following stages (preproduction, production and post-production) and one critique (minimum 150 words). *Assessment Tool* *Portfolio Assessment, COM3110–1* *Standard* *Performance rating of 2 for each criteria.*	 20 60 10

MODULE COM3110: VIDEO 3 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a presentation of a final video project to a target audience *Assessment Tool* *Presentations/Reports, COM3110–2* *Standard* *Performance rating of 3 for each criteria.*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• working in a group, devise a project proposal for a video production that recognizes and includes the elements of preproduction, production and post- production • devise a treatment for the proposal outlining the what the project would entail: – story concept – script outline – on-location/studio-based requirements – shot list and/or "paper edit" – anticipated technical requirements – timeline with key benchmarks • prepare work plan and distribute responsibility so each member of the group will have key responsibilities • follow prepared production plans and storyboards and produce a video project	The emphasis in this module should be on the student's ability to organize and manage a video project. Proper planning at the pre-production stage will enable students to attempt "manageable" projects. Specific technical skills will also be learned or enhanced as they apply to the project.

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	*The student should:* • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • select and research careers and contact professionals in video fields • demonstrate responsibility and ethical behaviour by working within school and community standards.	This provides a good opportunity to develop community partners for the program.
Applied Technologies	• enhance video and related audio equipment operation skills through by producing video projects, these skills to include: – varying focal length and focal distance – adding and subtracting light in (artificial and natural) – in-camera editing – post-production editing including cutting on movement – special effects through use of sound • select and implement pre- and post-production techniques as required • operate audio recording equipment in a safe and responsible manner.	
Presentation	• present "rough-cut" to the teachers and/or others for critique and recommendations • present the final product to the target audience for critique and assessment • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: – how well the techniques were accomplished – relationship of the storyboard to the story told in final product – aesthetics – meeting of school and community standards	A "rough-cut" is a rough form of the video that shows the imagery as it would be seen in the final product and has a voice-over scratch track for dialogue but is incomplete e.g., no titling, special effects, etc.) The target audience may be teacher and peers or another group. It may also be an external client.

MODULE COM3110: VIDEO 3 (continued)

Concept	Specific Learner Expectations	Notes
Presentation (continued)	*The student should:* • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	The student may use this final portfolio when applying to a post-secondary school, or when talking to a potential employer.

MODULE COM3120: ANIMATION 3

Level : Advanced

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students apply production planning techniques to produce animation that tells a story, communicates an idea or message, or creates a mood or theme. Students select and employ traditional animation techniques for the project work.

Module Parameters: Access to basic animation equipment (animation board, camera with single frame ability) and/or a computer with animation software.

Supporting Module: COM2110 Animation 2

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • prepare for an animation project; e.g., research, story outline, synopsis, resource requirements, timeline • select and apply animation techniques to communicate story, idea, theme or mood	*Assessment of student achievement should be based on:* • a portfolio consisting of: – an animation project (minimum length 30 seconds) that communicates an idea or message, or creates a mood or theme: • the animation should have a beginning, a middle and an end, beginning and end credits that blend in thematically with the rest of the animation, and • the style and movement should be appropriate for the context – a completed storyboard or outline for the animation – a synopsis of the story or idea (100–200 words). *Assessment Tool* *Portfolio Assessment, COM3120–1* *Standard* *Performance rating of 3 for each criteria.*	80

MODULE COM3120: ANIMATION 3 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a presentation of the animation in which the student discusses the production, his or her choice of traditional animation technique(s), use of music and other enhancements, and how well the animation achieves its purpose. *Assessment Tool* *Presentations/Reports, COM3120–2* *Standard* *Performance rating of 3 for each criteria.*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Process and Procedures	• produce animation(s) following these steps: – propose an idea for a project – research and develop the project – prepare a storyboard or story outline – select an appropriate animation technique(s) (e.g., cell animation, pixilation, digital) for animating the story – produce animation. • identify required equipment and facility to produce animation(s), image preparation, image capturing, editing, sound and/or music, etc. • demonstrate responsibility and ethical behaviour by working within school and community standards.	
Applied Technologies	• use required equipment and facility to prepare and/or capture images • use required equipment and facility to edit images as required • use required equipment and facility to add sound, music, etc., as required.	

MODULE COM3120: ANIMATION 3 (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Presentation	• present the completed production to an audience • create a portfolio consisting of the research, synopsis, timeline, storyboard, the completed product and a written evaluation (200 words).	Have students raise and answer the following questions: • Does the animation communicate the story or idea? • Is the style (including the movement) the most appropriate for the story/idea? • How effective is the use of music, sound effects, etc.?

MODULE COM3130: DIGITAL DESIGN 3

Level:	Advanced
Theme:	Audio/Video/Digital
Prerequisite:	None
Module Description:	Students develop and produce multimedia messages within a common theme and for a client who has an identified target audience. Students select and use a variety of media and justify their selection based on the strengths of the media and appropriateness to the task. Digital technology forms a key link in all project work.
Module Parameters:	Access to a computer, CD ROM, scanner, audio/video equipment.
Supporting Modules:	COM2120 Digital Design 2 INF3130 Multimedia Authoring 2 [Information Processing Strand]

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify, select and use relevant digital technology methods and processes for message production	• observation of student selection and use of tools, methods and processes and their rationale for use based on strengths and appropriateness. *Assessment Tool* *Portfolio Assessment, COM3130–1* *Standard* *Performance rating of 3 for each criteria*	10
• design, produce and present at least two messages within a theme for a specified client and audience • combine at least three different media in the production of each message • justify the selection and use of the media chosen based on strength and appropriateness for message delivery	• a portfolio consisting of: – at least two messages supporting a general theme for a specified client and audience, each message to: • employ three or more different media • be produced using a predominance of digital technology, methods and processes • meet client need for their target audience. *Assessment Tool* *Portfolio Assessment, COM3130–1* *Standard* *Performance rating of 2 for each criteria*	70

MODULE COM3130: DIGITAL DESIGN 3 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **devise and use an evaluation tool to determine the effectiveness of message delivery**	• a prototype evaluation instrument used to determine message effectiveness. *Assessment Tool* *Portfolio Assessment, COM3130–1* *Standard* *Performance rating of 3 for each criteria*	10
	• a written or oral evaluation summary of the project: • describing techniques used • the response of the client • making recommendations for improvement. *Assessment Tool* *Portfolio Assessment, COM3130–1* *Standard* *Performance rating of 3 for each criteria*	10
	• presentation of project to target audience. *Assessment Tool* *Presentations/Reports, COM3130–2* *Standard* *Performance rating of 2 for each criteria*	10
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	*The student should:* • devise messages to deliver ideas using a combination of three or more media (e.g., video, CD ROM, audio) • identify and select appropriate media to convey various messages justifying their selection based on the appropriateness of the media to the task	Students should be able to identify messages to deliver through digital format. Some may need to select from a pool of ideas generated by the teacher or class.

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	*The student should:* • produce a plan for delivering two different messages within one theme to specified client group(s), using a combination of at least three different media; this plan should include: – identification of the theme (e.g., an interactive promotional display promoting CTS programs in the school) – statement of the messages to be delivered and working titles – identification of the client group(s) and target audience(s) and their general characteristics – preferred media and why they have been selected – associated resource requirements (e.g., equipment, facility, personnel) and applications – timeline with key delivery dates including interim review/critique and final presentation • produce messages following plan, modifying plan as required, justifying the need for modification with reasoned arguments • present the completed work for feedback from client(s) during development/production and revise as required.	Emphasis should be placed on applying the techniques required in combining multiple sources of media to produce one effective message to convey each idea. The iterative nature of projects can cause plans to be revised as they are carried out. Students need to recognize this and be able to suggest/make/and rationalize these changes based on reasoned arguments.
Applied Technologies	• transfer images, messages, symbols, etc. between and among different media (e.g., computer, video, audio, print) • explain the process by which this transfer occurs as required • explain how client needs are met • design, produce and use an evaluation instrument to assess effectiveness of the product(s) • demonstrate responsibility and ethical behaviour by working within school and community standards.	

MODULE COM3130: DIGITAL DESIGN 3 (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Presentation	• present final product(s) to the client group target audience • provide examples of feedback obtained on appropriateness and effectiveness of message based on: – message suitability – message clarity – media suitability for the message delivered – technical quality – aesthetics – overall meeting of client's needs • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	Students are expected to work closely with the client to ensure their needs are met. Students should request feedback and during project development and at completion. This feedback should include recognition and adherence to school and community standards.

COMMUNICATION TECHNOLOGY

SECTION G: ASSESSMENT TOOLS

The following comprise include background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student ***do***?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).
- What does a student ***know***?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (module learner expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report the credits that students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (in the shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** MLEs within a module to be successful.

- **suggested emphasis** (in the right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.

- **criteria and conditions** (in the middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.

  Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

  Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

  Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work, if appropriate.

  Assessment Tools included in this section of the Guide tend to be of two types:

  - tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. (*Names of these tools include the strand code [e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].)*
  - tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF101-1" indicating that it is the first module-specific tool used in Information Processing Module 101.)*

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal was to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels of rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post secondary programs.

ASSESSING STUDENT ACHIEVEMENT IN COMMUNICATION TECHNOLOGY

The Communication Technology curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Communication Technology, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

But student growth and the assessment standards that describe this growth are brought about through several components. To get a clear picture of the growth, you need to consider the increased expectations of students with respect to their ability to use a technical or creative process or ability to produce photographs, videos, printed or electronic images. You must also consider the level of maturity and intellectual and technical skill students bring to their assignments and the rigour of the projects themselves. You will be able to establish benchmarks for assignments by referring to the criteria and conditions for assessments found in each module. The specifics of the assignments (e.g., theme, topic, resources, tools, materials, processes, scope) are up to you.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specified modules. They also provide standards for basic competencies students should be able to demonstrate while engaging in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

The generic rating scale has been used to develop several of the tools in CTS. A generic framework for assessing the processes CTS students apply in completing a task or project is included in this section. It is based on the notion that students will follow a process as they work through their projects and that this process has a number of sequential steps. The framework shows the increasing expectations from the introductory, to the intermediate, to the advanced level.

Some assessment tools, e.g., Presentations/ Reports are generic to CTS and have been included in this Section. In assessing MLEs at the introductory level, PRE100 would be used. Since the content portion of this tool must relate specifically to an MLE in a module, the tool has been adapted, labelled and included under Assessment Tools Specific to the Communication Technology strand, COM, and to the module, e.g., COM1010 (module number), and the tool number (within the module), e.g., COM1010–1.

The Basic Competencies Reference Guide can be used directly as a checklist or as a guide to assess these competencies through other teacher-developed tools.

Tools Generic to Communication Technology

Assessment Framework: Presentation/Reports (CTSPRE)

This assessment framework deals with expectations of students as they make presentations and prepare reports at each of the three levels of the curriculum. It has been adapted from a generic pool of assessment tools that may be used in any CTS strand. You may wish to adapt this tool to meet your specific needs or use it as is in conjunction with other assessment tools.

Assessment Framework: Research Process (CTSRES)

As with presentation/reports, this assessment framework deals with expectations of students conducting research in any aspect of the Communication Technology curriculum. It has also been adapted from a generic pool of assessment tools. You may wish to adapt this tool to meet your specific needs or use it as is in conjunction with other assessment tools.

Tools Specific to Communication Technology

Two main themes have been dealt with in assessment of Communication Technology, Portfolio Assessment, and Presentations/Reports. In some cases these tools are generic (e.g., Communication Technology Project Assessment Framework, COMPAF) in that they may be used in more than one module. In most cases, the tools have been tailored for use in individual modules. In either instance there will be common level-related components such as "preparation and planning" in Presentations/Reports or "use of tools and materials" in Portfolio Assessment. There will also be a content component that will vary from module to module.

In most cases, students will be expected to meet all criteria. Sometimes students may not be required to perform one of the criteria (e.g., teamwork) if it is not applicable. The option of stating not applicable (N/A) is available in these cases.

Marks and Mark Ranges

You will note that no marks or mark ranges have been assigned on any of the assessment tools, because you are in the best position to determine the marks students should receive for the work they produce. If a student meets the standards as stated in the assessment tools, he or she should receive credit for the module. However, it may be that one student's work is "better" than another students because of its scope, technical quality or aesthetic quality. Or it may be that one student is more proficient than another owing to his or her perseverance, responsibility level or technical skill. You can recognize this through your marks even though both students will have met the standard for the module.

BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ →
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ →
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— *The student:*	**Stage 2—** *The student:*	**Stage 3—** *The student:*	**Stage 4—** *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ ———►———►	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions		☐ prepares, validates and implements plans that reveal new possibilities
	☐ respects the feelings and views of others		
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ ———►———►	☐ ———►———►	☐ ———►———►
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ ———►———►	☐ ———►———►
☐ follows appropriate/emergency response procedures	☐ ———►———►	☐ ———►———►	☐ ———►———►
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

★ **Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

GENERIC RATING SCALE

S C A L E	**RUBRIC STATEMENT** **(included in assessment tool/statements in *italics* are optional)** ***The student:***	**IS TASK/ PROJECT COMPLETED?**	**PROBLEM SOLVING:** **STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT**	**USE OF TOOLS, MATERIALS, PROCESSES**	***STANDARDS OF QUALITY/ PRODUCTIVITY***	***TEAMWORK LEADERSHIP***	***SERVICE CLIENT/ CUSTOMER***
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes, and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

ASSESSMENT FRAMEWORK: ISSUE ANALYSIS

CTSISS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• states an opposing position on the issue and logical reasons for adopting that position	• states two or more opposing positions on the issue and logical reasons for adopting each position	• states three or more opposing positions on the issue and thoughtful reasons for adopting each position
• identifies sources of conflict among different positions	• describes interrelationships among different perspectives/points of view	• analyzes interrelationships among different perspectives/points of view
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
• respects the views of others	• respects and considers the views of others	• respects and considers the views of others
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions	**Evaluating Choices/Making Decisions**	**Evaluating Choices/Making Decisions**
• identifies useful alternatives regarding the issue	• identifies important and appropriate alternatives regarding the issue	• describes in detail important and appropriate alternatives regarding the issue
• establishes criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*
• selects an appropriate alternative based on established criteria	• selects an appropriate alternative by showing differences among choices	• selects an appropriate and useful alternative by showing differences among choices
• reflects on strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences and implications
• communicates information in a logical sequence to justify choices/decisions made	• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	• communicates thoughts/feelings/ideas clearly to justify choices/decisions made

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INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help
Teamwork • cooperates with group members • shares work appropriately among group members	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas	**Use of Equipment and Materials** • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs	**Use of Equipment and Materials** • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response
Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	**Investigative Techniques** • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	**Investigative Techniques** • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

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ASSESSMENT FRAMEWORK: NEGOTIATION AND DEBATE

CTSNEG

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speaks clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

ASSESSMENT FRAMEWORK: PRESENTATIONS/REPORTS

CTSPRE

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• sets goals and follows instructions accurately	• sets goals and describes steps to achieve them	• sets goals and describes steps to achieve them
• responds to directed questions and follows necessary steps to find answers	• uses personal initiative to formulate questions and find answers	• uses personal initiative to formulate questions and find answers
• accesses basic in-school/community information sources	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• interprets and organizes information into a logical sequence	• interprets, organizes and combines information into a logical sequence	• interprets, organizes and combines information in creative and thoughtful ways
• records information accurately, using correct technical terms	• records information accurately with appropriate supporting detail and using correct technical terms	• records information accurately, using appropriate technical terms and supporting detail
• uses time effectively	• plans and uses time effectively	• plans and uses time effectively, prioritizing tasks on a consistent basis
	• gathers and responds to feedback regarding approach to task and project status	• assesses and refines approach to task and project status based on feedback and reflection
Presentation	**Presentation**	**Presentation**
• demonstrates effective use of at least one medium of communication:	• demonstrates effective use of at least two communication media:	• demonstrates effective use of a variety of communication media:
e.g., Written: *spelling, punctuation, grammar, basic format*	*e.g.,* Written: *spelling, punctuation, grammar, format (formal/informal)*	*e.g.,* Written: *spelling, punctuation, grammar, format (formal/informal, technical/literary)*
Oral: voice projection, body language	*Oral: voice projection, body language, appearance*	*Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice*
Audio-Visual: techniques, tools	*Audio-Visual: techniques, tools, clarity*	*Audio-Visual: techniques, tools, clarity, speed and pacing*
• uses correct grammatical convention and technical terms through proofreading/editing	• maintains acceptable grammatical and technical standards through proofreading and editing	• maintains acceptable grammatical and technical standards through proofreading and editing
• provides an introduction that describes the purpose of the project	• provides an introduction that describes the purpose and scope of the project	• provides an introduction that describes the purpose and scope of the project
• communicates information in a logical sequence	• communicates ideas into a logical sequence with sufficient supporting detail	• communicates thoughts/feelings/ideas clearly to justify or challenge a position
• states a conclusion based on a summary of facts	• states a conclusion by synthesizing the information gathered	• states a conclusion by analyzing and synthesizing the information gathered
• provides a reference list of three or more basic information sources	• provides a reference list that includes five or more relevant information sources	• gives evidence of adequate research through a reference list including seven or more relevant information sources

ASSESSMENT FRAMEWORK: RESEARCH PROCESS

CTSRES

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

COMMUNICATION TECHNOLOGY PROJECT ASSESSMENT FRAMEWORK

COMPAF

Students following a *project-development process* will meet these standards in their project work.

Process Components	**Introductory Level**	**Intermediate Level**	**Advanced Level**
	The student:	*The student:*	*The student:*
Background Principles and Theory	• recognizes major principles and applies them in project work with guidance	• identifies major principles and important theories and applies them in project work with minimal guidance.	• identifies major principles and important theories and applies them in project with work without guidance
Knowledge of Tools and Equipment	• follows prescribed procedures with all tools and equipment with guidance • uses tools and equipment in a safe and appropriate manner in most instances	• follows prescribed procedures with new tools and equipment with guidance and familiar tools and equipment with minimal guidance • uses all tools and equipment in a safe and appropriate manner	• follows prescribed procedures with new tools and equipment with minimal guidance and familiar tools and equipment without guidance • uses all tools and equipment in a safe and appropriate manner
Development Plan	• develops a logical organizational plan for a project with guidance	• develops a logical organizational plan for a project with minimal guidance	• develops a logical organizational plan for a project without guidance • organizes for implementation of plan without guidance
Implementation of Project	• puts plan into action with direct assistance as required • modifies plan to accommodate unforeseen circumstances with guidance	• puts plan into action with minimal direct assistance as required • modifies plan to accommodate unforeseen circumstances with minimal guidance	• puts plan into action without direct assistance as required • modifies plan to accommodate unforeseen circumstances without guidance
Finishing/ Presentation/ Portfolio	• finishes project (e.g., editing, mounting, collating) with guidance or direct assistance • presents project to teacher in a portfolio in a neat and appropriate manner with guidance (note: portfolio may be paper-based, computer-based and/or audio/video-based) • presents project to teacher and one peer in a critique in an appropriate manner with guidance	• finishes project (e.g., editing, mounting, collating) with minimal guidance or direct assistance • presents project to teacher in a portfolio in a neat and appropriate manner with minimal guidance (note: portfolio may be paper-based, computer-based and/or audio/video-based) • presents project to teacher and peers in a critique in an appropriate manner with guidance	• finishes project (e.g., editing, mounting, collating) with minimal guidance or direct assistance • presents project to teacher in a portfolio in a neat and appropriate manner without guidance (note: portfolio may be paper-based, computer-based and/or audio/video-based) • presents project to teacher and one peer in a critique in an appropriate manner with minimal guidance

PORTFOLIO ASSESSMENT **COM1010–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	1
Teamwork	4 3 2 1 0 N/A	1
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ carries out instructions accurately
- ☐ uses time effectively

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ prepares a presentation assignment:
  - ☐ three to five minutes in length
  - ☐ aimed at an audience of peers
- ☐ gives an evaluation of own presentation based on steps in presentation process
- ☐ gives an evaluation of peer's presentation based on steps in presentation process
- ☐ presents to peers using one audio/visual aid
- ☐ presents to peers using two audio/visual aids
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ returns clean equipment/materials to storage areas

COMMENTS

PRESENTATIONS/REPORTS

Student Name: ______________________

Module/Project(s): ______________________

Teacher: ______________________

Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	1
Content	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ interprets and organizes information into a logical sequence
- ☐ uses time effectively

Content
- ☐ identifies and describes the steps in the presentation process
- ☐ follows the presentation process when making presentations by:
  - ☐ demonstrating knowledge of information being presented
  - ☐ demonstrating knowledge of audience

Content (continued)
- ☐ organizes presentation and follows a logical sequence:
  - ☐ provides an introduction that describes the purpose of the project
  - ☐ communicates information in a logical sequence
  - ☐ states a conclusion based on a summary of facts
- ☐ uses at least one type of media during the presentation
- ☐ speaks clearly and confidently stressing important points and using correct grammatical conventions and technical terms
- ☐ responds to questions
- ☐ creates a portfolio or adds assignment to existing portfolio

COMMENTS

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PORTFOLIO ASSESSMENT

COM1020–1

Student Name: ____________________

Module/Project(s): ____________________

Teacher: ____________________

Date: ____________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	1
Teamwork	4 3 2 1 0 N/A	1
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

☐ prepares self for task
☐ organizes and works in an orderly manner
☐ carries out instructions accurately
☐ uses time effectively

Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

☐ successfully completes a photographic assignment (at least five prints):
  ☐ demonstrating or discussing quality
  ☐ recognizing opportunities for improvement
  ☐ using film/print processing or describing process

Content (continued)

☐ successfully completes an audio/video assignment where the following is demonstrated and/or discussed:
  ☐ program intent
  ☐ project planning
  ☐ storyboarding
  ☐ camera work
  ☐ recording levels
☐ successfully completes a print assignment conveying a message where:
  ☐ the layout applies the elements and principles of design
  ☐ the image is clean
  ☐ the message is clearly communicated
☐ ensures work meets school and community standards

Equipment and Materials

☐ selects and uses appropriate equipment/materials
☐ follows safe procedures/techniques
☐ returns clean equipment/materials to storage areas

COMMENTS

PRESENTATIONS/REPORTS

COM1020–2

Student Name: ______________________________

Module/Project(s): ______________________________

Teacher: ______________________________

Date: ______________________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	1
Content	4 3 2 1 0	1
Presentation	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ interprets and organizes information into a logical sequence
- ☐ uses time effectively

Content

- ☐ presents assignment to teacher and peers
- ☐ creates a portfolio or adds assignment to existing portfolio and includes:
  - preparatory work
  - masters (if possible)
  - proof sheets
  - sample of final product
- ☐ obtains feedback from teacher and peers

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ uses correct grammatical conventions and technical terms
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ responds to directed questions

COMMENTS

PORTFOLIO ASSESSMENT **COM1030–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	1
Teamwork	4 3 2 1 0 N/A	1
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ carries out instructions accurately
- ☐ uses time effectively

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ uses a camera to capture images of various subject matter
- ☐ employs basic composition techniques
- ☐ processes film and produces prints

  OR
- ☐ has film processed and prints made

  OR
- ☐ processes digitized images and produces prints through digital technology
- ☐ produces five prints
- ☐ maintains a "Photography Log Sheet" with pertinent details
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ returns clean equipment/materials to storage areas

COMMENTS

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PRESENTATIONS/REPORTS **COM1030–2**

Student Name: ______________________

Teacher: ______________________

Module/Project(s): ______________________

Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	1
Content	4 3 2 1 0	1
Presentation	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ interprets and organizes information into a logical sequence
- ☐ uses time effectively

Content

- ☐ presents assignment to teacher and peers
- ☐ obtains and respond to feedback based on:
  - how well the assignment met the stated expectations
  - aesthetics
  - use of rules of composition
  - technical quality
  - meeting of school and community standards

Content (continued)

- ☐ describes the roles photography plays in society
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ uses correct grammatical conventions and technical terms
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ responds to directed questions

COMMENTS

PORTFOLIO ASSESSMENT **COM1050–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	1
Teamwork	4 3 2 1 0 N/A	1
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ carries out instructions accurately
- ☐ uses time effectively

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ prepares drawings and layouts of work to be printed including:
  - – concept drawings
  - – rough drawings
  - – mechanical layouts

Content (continued)
- ☐ demonstrates basic understanding of composition (i.e., by using the elements and principles of design) in layouts produced
- ☐ prepares printing masters
- ☐ produces three prints printed through one or more technical means
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ returns clean equipment/materials to storage areas
- ☐ displays responsibility and ethical behaviour by working within school and community standards

COMMENTS

PRESENTATIONS/REPORTS **COM1050–2**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	1
Content	4	3	2	1	0	1
Presentation	4	3	2	1	0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ interprets and organizes information into a logical sequence
- ☐ uses time effectively

Content

- ☐ presents assignment to teacher and peers
- ☐ using own or other work as a reference:
  - ☐ identifies design elements and principles
  - ☐ identifies/describes typography
  - ☐ identifies/describes printing methods
  - ☐ identifies/describes finishing methods

Content (continued)

- ☐ creates a portfolio or adds assignment to existing portfolio and includes:
  - – preparatory work
  - – masters (if possible)
  - – proof sheets
  - – sample of final product

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ uses correct grammatical convention and technical terms
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ responds to directed questions

COMMENTS

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PORTFOLIO ASSESSMENT **COM1060–1**

Student Name: ______________________________ Teacher: ______________________________

Module/Project(s): ______________________________ Date: ______________________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	1
Teamwork	4 3 2 1 0 N/A	1
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

☐ prepares self for task
☐ organizes and works in an orderly manner
☐ carries out instructions accurately
☐ uses time effectively

Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

☐ demonstrates five camera shots and/or
☐ demonstrates five audio techniques
☐ demonstrates use of a storyboard to plan an audio and/or video assignment

Content

☐ produces one video assignment (three to five minutes in length) demonstrating:
  ☐ focusing
  ☐ zooming
  ☐ tilting
  ☐ panning
  ☐ framing
  ☐ composition
☐ produces one audio/video assignment (three to five minutes in length) demonstrating recording of sounds in different contexts
☐ prepares/follows a storyboard for each assignment
☐ ensures work meets school and community standards

Equipment and Materials

☐ selects and uses appropriate equipment/materials
☐ follows safe procedures/techniques
☐ returns clean equipment/materials to storage areas

COMMENTS

PRESENTATIONS/REPORTS

COM1060–2

Student Name: ______________________________

Module/Project(s): ______________________________

Teacher: ______________________________

Date: ______________________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	1
Content	4 3 2 1 0	1
Presentation	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ uses time effectively

Content
- ☐ demonstrates correct use of terminology for audio and/or video
- ☐ presents assignment to teacher and peers
- ☐ obtains and responds to feedback based on:
  - ☐ how well the assignment met the stated expectations
  - ☐ relationship of script/outline to final product
  - ☐ quality of techniques used
  - ☐ aesthetics
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation
- ☐ demonstrates effective use of at least one medium of communication
- ☐ uses correct grammatical convention and technical terms
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ responds to directed questions

COMMENTS

PORTFOLIO ASSESSMENT

COM1070–1

Student Name: ____________________

Teacher: ____________________

Module/Project(s): ____________________

Date: ____________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	1
Teamwork	4 3 2 1 0 N/A	1
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ carries out instructions accurately
- ☐ uses time effectively

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ completes two exercises (minimum 100 frames) demonstrating:
  - ☐ two animation styles
  - ☐ basic animation concepts
  - ☐ basic animation techniques

Content (continued)
- ☐ completes two different animation projects (10 seconds to 15 seconds each) demonstrating:
  - ☐ project planning
  - ☐ creative use of animation concepts
  - ☐ creative use of animation techniques
- ☐ selects and uses equipment/facilities and materials effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ returns clean equipment/materials to storage areas

COMMENTS

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PORTFOLIO ASSESSMENT **COM1080–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ carries out instructions accurately
- ☐ uses time effectively

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ identifies various media useful in delivering ideas and information
- ☐ identifies a message to be delivered and devises a plan for developing and producing the message
- ☐ devises and produces a message combining two or more media through digital technology:

Content (continued)
- ☐ demonstrates effective/creative movement of images, messages and/or symbols
- ☐ justifies selection of media and techniques used based on:
  - ☐ target audience
  - ☐ ease of use
  - ☐ potential impact
  - ☐ longevity
  - ☐ other defined by the teacher
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ displays responsibility and ethical behaviour by working within school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ returns clean equipment/materials to storage areas

COMMENTS

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PORTFOLIO ASSESSMENT **COM2010–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- ☐ prepares a presentation assignment:
    - ☐ three to five minutes in length
    - ☐ aimed at a specific audience in two different contexts
- ☐ gives an evaluation of own presentation based on steps in presentation process
- ☐ gives an evaluation of peer's presentation based on steps in presentation process
- ☐ presents to peers using at least two different media and/or technologies
- ☐ ensures work meets school and community standards

Equipment and Materials

- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS **COM2010–2**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	2
Content	4 3 2 1 0	1

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/ community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ demonstrates knowledge of information being presented and knowledge of target audience
- ☐ uses appropriate verbal and body language
- ☐ maintains acceptable grammatical and technical standards
- ☐ exhibits self-confidence during presentation
- ☐ ensures facility/equipment is in place and functioning for presentation
- ☐ uses two types of media during presentation

Content (continued)

- ☐ provides an introduction that describes the purpose and scope of the presentation
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ prepares presentation for target audience using different contexts
- ☐ prepares a report on one presentation, including:
  - ☐ intent of presentation
  - ☐ selection and justification of supporting materials
  - ☐ self-evaluation
  - ☐ peer-evaluation
- ☐ creates a portfolio or adds assignment to existing portfolio
- ☐ ensures work meets school and community standards

COMMENTS

PORTFOLIO ASSESSMENT **COM2020–1**

Student Name: ______________________________ Teacher: ______________________________

Module/Project(s): ______________________________ Date: ______________________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ produces two messages, each including:
    - ☐ selection and use of different media for each message
    - ☐ an evaluation of each message based on audience feedback
- ☐ demonstrates knowledge of the techniques used in message creation in three different media
- ☐ identifies three different media and describes their impact on society, including:
    - ☐ the role played by the media
    - ☐ issues associated with the media
    - ☐ the impact of the media on message delivery
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

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PRESENTATIONS/REPORTS

COM2020–2

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	2
Content	4 3 2 1 0	2
Presentation	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content
- ☐ presents assignment to teacher and peers
- ☐ obtains and responds to feedback based on appropriateness and effectiveness of each message:
  - ☐ media selection for messages produced
  - ☐ effectiveness of message delivery

Content (continued)
  - ☐ technical quality
  - ☐ aesthetics
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

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PORTFOLIO ASSESSMENT **COM2030–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ identifies a process used by script writers to write scripts
- ☐ describes characteristics and purposes of different types of scripts
- ☐ writes scripts for four different short formats selected from:
  - ☐ factual news
  - ☐ feature news
  - ☐ commercial
  - ☐ public service announcement
  - ☐ interview
  - ☐ other teacher identified format
- ☐ writes a documentary or dramatic script (minimum three minutes in length)
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2030-2

Student Name: ______________________

Module/Project(s): ______________________

Teacher: ______________________

Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	2
Content	4 3 2 1 0	2
Presentation	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ presents assignment(s) to teacher and peers
- ☐ rationalizes and defends:
  - ☐ appropriateness of script style for selected media
  - ☐ appropriateness of script style for target audience
  - ☐ script's ability to effectively convey message
  - ☐ meeting of school and community standards

Content (continued)

- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

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PORTFOLIO ASSESSMENT

COM2040-1

Student Name: ____________________ Teacher: ____________________

Module/Project(s): ____________________ Date: ____________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ uses a camera to capture images employing composition guidelines
- ☐ through production of at least five prints (at teacher's discretion), demonstrates:
  - ☐ mastery of "basic" composition
  - ☐ mastery of "basic" lighting techniques

Content (continued)
  - ☐ use of key, fill and back lighting
  - ☐ image processing
  - ☐ image proofing
  - ☐ image enlarging/printing
  - ☐ basic retouching
- ☐ critiques each image with respect to composition (as required)
- ☐ produces captions for each print describing the technique used and/or the intent
- ☐ mounts and displays prints
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

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PRESENTATIONS/REPORTS

COM2040–2

Student Name: ______________________

Module/Project(s): ______________________

Teacher: ______________________

Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	2
Content	4 3 2 1 0	2
Presentation	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ presents assignment to teacher and peers
- ☐ obtains and responds to feedback based on:
  - ☐ how well the assignment met the stated expectations
  - ☐ aesthetics
  - ☐ technical quality
  - ☐ meeting of school and community standards

Content (continued)

- ☐ makes changes as required in response to feedback
- ☐ mounts prints for display
- ☐ creates a portfolio or adds assignment to existing portfolio, including:
  - ☐ sample photographs
  - ☐ proofs
  - ☐ log sheet
  - ☐ other teacher-specified materials

Presentation

- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT **COM2050–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ prepares an outline/script for a message or story
- ☐ selects appropriate subjects/topics and shoots required photographs
- ☐ selects images for display/presentation
- ☐ creates graphics, captions, etc. to accompany images
- ☐ selects/produces music, narration, captions, etc. to accompany the display/presentation
- ☐ produces display
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2050–2

Student Name: ______________________

Module/Project(s): ______________________

Teacher: ______________________

Date: ______________________

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content
- ☐ presents assignment to teacher and peers
- ☐ obtains and responds to feedback based on:
  - ☐ how well the assignment met the stated expectations
  - ☐ aesthetics
  - ☐ technical quality
  - ☐ meeting of school and community standards

Content (continued)
- ☐ makes changes in response to feedback
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2060–1

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ uses a camera to capture images employing composition guidelines
- ☐ through production of at least five prints (at teacher's discretion), demonstrates application of three camera and two printing techniques:

Content (continued)
- ☐ camera:
  - more than one type of lens
  - aperture control
  - various shutter speeds
  - camera—subject distance
  - lens focal length
  - filters and lighting
- ☐ printing:
  - cropping
  - contrast control
  - dodging
  - vignetting
  - burning in
- ☐ produces captions for each print describing the technique used
- ☐ mounts and displays prints
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2060–2

Student Name: ______________________

Teacher: ______________________

Module/Project(s): ______________________

Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	2
Content	4 3 2 1 0	2
Presentation	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ presents assignment to teacher and peers
- ☐ describes how each of the following have applied to project:
  - ☐ metering and exposure
  - ☐ light sources
  - ☐ lenses used
  - ☐ use of depth of field

Content (continued)

- ☐ obtains and responds to feedback based on:
  - ☐ how well the assignment met the stated expectations
  - ☐ aesthetics
  - ☐ technical quality
  - ☐ meeting of school and community standards
- ☐ makes changes in response to feedback
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT **COM2070–1**

Student Name: ____________________ Teacher: ____________________

Module/Project(s): ____________________ Date: ____________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ prepares three camera-ready layouts for work to be printed:
  - ☐ layouts will demonstrate basic composition guidelines
  - ☐ layouts will be clear and clean

Content (continued)
- ☐ prepares three printing masters
- ☐ prepares printing masters for two or more printing methods
- ☐ produces at least two prints through each selected printing method:
  - ☐ ensures the prints are in register and aligned to the printed surface
  - ☐ ensures the printed images are clear and clean
- ☐ finishes printed products as required
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

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PRESENTATIONS/REPORTS **COM2070–2**

Student Name: ____________________ Teacher: ____________________

Module/Project(s): ____________________ Date: ____________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	2
Content	4 3 2 1 0	2
Presentation	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ presents assignment to teacher and peers (and others as required)
- ☐ describes/discusses:
  - ☐ reproductive options available
  - ☐ printing methods used
  - ☐ types of printing masters
  - ☐ terminology/processes
- ☐ critiques and evaluates own work and the work of others based on:
  - ☐ appropriateness and effectiveness of printing method to the task

Content (continued)

  - ☐ how well the printing method(s) was used
  - ☐ aesthetic quality of finished product
  - ☐ technical quality of finished product
  - ☐ meeting of school and community standards
- ☐ makes changes in response to feedback
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT **COM2080–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ prepares camera-ready layouts for work to be printed:
  - ☐ layouts will demonstrate basic composition guidelines
  - ☐ layouts will be clear and clean

Content (continued)
- ☐ prepares printing masters
- ☐ prepares printing masters for two or more printing methods
- ☐ produces required number of prints for printing task assigned:
  - ☐ ensures the prints are in register and aligned to the printed surface
  - ☐ ensures the printed images are clear and clean
- ☐ finishes printed products as required
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS COM2080–2

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	2
Content	4 3 2 1 0	2
Presentation	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ presents assignment to teacher and peers (and others as required)
- ☐ obtains and responds to feedback based on:
  - ☐ the printed product meeting the client's needs
  - ☐ aesthetic quality of completed layout
  - ☐ technical quality of completed layout

Content (continued)

  - ☐ technical quality of completed prints
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2090–1

Student Name: ______________________________

Teacher: ______________________________

Module/Project(s): ______________________________

Date: ______________________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ completes two assignments (each approximately one minute in length)
- ☐ completes one project (approximating three to five minutes in length)

Content (continued)
- ☐ demonstrates ability to:
  - ☐ create and use a storyboard
  - ☐ set up, use and dismantle/return audio video equipment
  - ☐ demonstrate the following production elements:
    - camera framing and focusing
    - use of camera shots, angles and movement
    - cuts and transitions
    - lighting
    - audio recording and manipulation
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2090–2

Student Name: ____________________ Teacher: ____________________

Module/Project(s): ____________________ Date: ____________________

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content
- ☐ presents assignment to teacher and peers (and others as required)
- ☐ critiques and evaluates own work and the work of others based on:
  - ☐ appropriateness and effectiveness of assignment results
  - ☐ how well the techniques complement the content (development and structure)

Content (continued)
  - ☐ relationship of storyboard to story told in final product
  - ☐ aesthetics
  - ☐ applied knowledge of technology and equipment
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2100–1

Student Name: ______________________________

Teacher: ______________________________

Module/Project(s): ______________________________

Date: ______________________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- ☐ completes an audio/video five or more minutes in length
- ☐ develops a project proposal that includes preproduction, production and post-production elements

Content (continued)

- ☐ develops a project treatment including:
  - ☐ story concepts
  - ☐ script outline
  - ☐ on-location/studio-based requirements
  - ☐ shot list
  - ☐ anticipated technical requirements
  - ☐ timeline with key benchmarks
- ☐ prepares a work plan detailing responsibilities (if project done by a team)
- ☐ produces an audio/video project
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials

- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS **COM2100–2**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	2
Content	4 3 2 1 0	2
Presentation	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content
- ☐ presents assignment to teacher and peers (and others as required)
- ☐ critiques and evaluates own work and the work of others based on:
  - ☐ appropriateness and effectiveness of assignment results
  - ☐ how well the production techniques were accomplished

Content (continued)
  - ☐ relationship of storyboard to story told in final product
  - ☐ organization of the product task
  - ☐ aesthetics
  - ☐ knowledge of pre- and post-production techniques
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

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PORTFOLIO ASSESSMENT

COM2110–1

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ completes an animation project (approximately 30 seconds in length) demonstrating:
  - ☐ preparation and use of images, models, backgrounds, etc.
  - ☐ effective/creative movement of images

Content (continued)
- ☐ demonstrates knowledge of traditional animation styles, techniques and applications
- ☐ identifies, describes and demonstrates specified principles of animation
- ☐ prepares a story outline for the project:
  - ☐ a beginning, middle and end
  - ☐ a synopsis of the story idea (50 – 100 words) and a description of the images and scenes to be animated
  - ☐ a storyboard or outline for the animation project
  - ☐ beginning and/or ending credits
  - ☐ editing to final form
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2110–2

Student Name: ______________________

Teacher: ______________________

Module/Project(s): ______________________

Date: ______________________

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ presents assignment to teacher and peers
- ☐ obtains and responds to feedback based on:
  - ☐ choice of animation techniques
  - ☐ possible enhancements
  - ☐ how well animation achieves it purpose
  - ☐ aesthetics
  - ☐ meeting of school and community standards

Content (continued)

- ☐ creates a portfolio or adds assignment to existing portfolio including:
  - ☐ all preparatory project material
  - ☐ finished project
  - ☐ other teacher-specified materials

Presentation

- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2120-1

Student Name: ______________________________

Teacher: ______________________________

Module/Project(s): ______________________________

Date: ______________________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	2
Teamwork	4 3 2 1 0 N/A	2
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ identifies messages to be delivered and devises a plan for developing and producing the messages
  - ☐ state message and working title
  - ☐ target audience
  - ☐ preferred media/why
  - ☐ resource requirements/applications
  - ☐ timeline
- ☐ devises and produces a message combining two or more media through digital technology:

Content (continued)
  - ☐ demonstrating effective/creative transfer of images, messages and/or symbols
  - ☐ describe how transfer occurs
  - ☐ conveying central message, impression or theme
  - ☐ presenting appropriate project title at the beginning and/or ending of the message
- ☐ justifies selection of media and techniques used based on:
  - ☐ target audience
  - ☐ ease of use
  - ☐ potential impact
  - ☐ longevity
  - ☐ other defined by the teacher
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ returns clean equipment/materials to storage areas
- ☐ advises of potential hazards and necessary repairs

COMMENTS

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PRESENTATIONS/REPORTS **COM2120–2**

Student Name: ____________________

Module/Project(s): ____________________

Teacher: ____________________

Date: ____________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	2
Content	4 3 2 1 0	2
Presentation	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ presents assignment to teacher and peers
- ☐ describes and justifies how project has met objectives
- ☐ obtains and responds to feedback based on:
  - ☐ message suitability to target audience
  - ☐ message clarity
  - ☐ media suitability for the message delivered
  - ☐ technical quality

Content (continued)

  - ☐ aesthetics
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio including:
  - ☐ all preparatory project material
  - ☐ finished project
  - ☐ other teacher-specified materials

Presentation

- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT **COM2130–1**

Student Name: ____________________ Teacher: ____________________

Module/Project(s): ____________________ Date: ____________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	1
Teamwork	4 3 2 1 0 N/A	1
Content	4 3 2 1 0	1
Equipment and Materials	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ carries out instructions accurately
- ☐ uses time effectively

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ uses a camera to capture images showing experimentation with photographic effects
- ☐ uses darkroom or digital equipment to experiment with photographic effects

Content (continued)
- ☐ produces two photographs demonstrating camera manipulation
- ☐ produces two photographs demonstrating image manipulation using a darkroom or digital facility
- ☐ produces captions for each photograph describing the technique used
- ☐ maintains a "Photography Log Sheet" with pertinent details
- ☐ displays responsibility and ethical behaviour by working within school and community standards

Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ returns clean equipment/materials to storage areas

COMMENTS

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PRESENTATIONS/REPORTS **COM2130–2**

Student Name: ____________________ Teacher: ____________________

Module/Project(s): ____________________ Date: ____________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	1
Content	4 3 2 1 0	1
Presentation	4 3 2 1 0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content
- ☐ presents assignment to teacher and peers
- ☐ describes how various special effects being presented were created
- ☐ suggests applications for photographs produced
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation
- ☐ demonstrates effective use of at least two communication media
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM3010–1

Student Name: ______________________

Teacher: ______________________

Module/Project(s): ______________________

Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ completes two presentation assignments, each presentation:
  - ☐ to be five to seven minutes in length
  - ☐ to include the use of three different media technology
  - ☐ to be delivered to a "real" audience

Content (continued)
- ☐ prepares samples of media used in the presentation assignments
- ☐ writes an evaluation (minimum 300 words) on one presentation including:
  - ☐ intent of the presentation
  - ☐ justification for the use of the supporting resources
  - ☐ summary of audience response
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3010–2

Student Name: ______________________________ Teacher: ______________________________

Module/Project(s): ______________________________ Date: ______________________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	3
Content	4 3 2 1 0	2

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ demonstrates knowledge of information being presented and knowledge of target audience
- ☐ uses appropriate verbal and body language
- ☐ maintains acceptable grammatical and technical standards
- ☐ exhibits self-confidence during presentation

Content (continued)

- ☐ ensures facility/equipment is in place and functioning for presentation
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ evaluates presentation:
  - ☐ self-evaluation
  - ☐ peer-evaluation
- ☐ creates a portfolio or adds assignment to existing portfolio
- ☐ ensures work meets school and community standards

COMMENTS

PORTFOLIO ASSESSMENT **COM3020–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ prepares a project proposal to promote a specific idea, product or event
- ☐ identifies two messages to be delivered

Content (continued)
- ☐ devises a plan for developing and producing each message
- ☐ selects media to produce/deliver each message
- ☐ justifies decisions made based on:
  - ☐ target audience
  - ☐ media attributes
  - ☐ availability of technical facility
  - ☐ available technical assistance
- ☐ produces two different messages
- ☐ analyses examples of mediated messages designed/produced through different media
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS **COM3020–2**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content
- ☐ presents assignment to teacher and peers
- ☐ analyzes target audience reaction:
  - ☐ appropriateness of media selection for messages produced
  - ☐ effectiveness of message delivery
  - ☐ technical quality
  - ☐ aesthetics

Content (continued)
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation
- ☐ demonstrates effective use of at least one medium of communication
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT **COM3030–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ generates ideas to be developed into a script
- ☐ expands on script ideas, proposals and treatment plans

Content (continued)
- ☐ selects most promising idea(s) and write script(s) for two of:
  - ☐ public service announcement or commercial (30 seconds in length)
  - ☐ news or documentary (approximately three minutes in length)
  - ☐ radio play or screen play (approximately five minutes in length)
- ☐ uses previously learned script-writing techniques as they apply to the chosen format
- ☐ compares one script to a professionally written script (or equivalent) of the same type
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS **COM3030–2**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	3
Content	4 3 2 1 0	3
Presentation	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ presents script(s) to teachers and peers
- ☐ obtains and responds to feedback based on appropriateness and effectiveness of script:
  - ☐ for selected media
  - ☐ for target audience

Content (continued)

  - ☐ for effectively conveying message
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

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PORTFOLIO ASSESSMENT

COM3040–1

Student Name: ______________________________

Teacher: ______________________________

Module/Project(s): ______________________________

Date: ______________________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ uses a camera to capture images employing composition guidelines
- ☐ through production of at least five prints processed, printed and mounted (at teacher's discretion), demonstrates:

Content (continued)
  - ☐ selection and use of lighting sources to achieve desired effect
  - ☐ use of light metering
  - ☐ use of "flash" lighting
  - ☐ control/adjustment of lighting intensity
- ☐ produces a lighting diagram for at least two photographs showing the relative position of:
  - ☐ camera
  - ☐ subject
  - ☐ main, fill, background and hair lights
  - ☐ background
  - ☐ props
- ☐ critiques each images with respect to composition (as required)
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS **COM3040–2**

Student Name: ______________________________ Teacher: ______________________________

Module/Project(s): ______________________________ Date: ______________________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	3
Content	4 3 2 1 0	3
Presentation	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ presents assignment to teacher and peers
- ☐ obtains and responds to feedback based on:
  - ☐ how well the assignment met the stated expectations
  - ☐ aesthetics
  - ☐ technical quality
  - ☐ meeting of school and community standards

Content (continued)

- ☐ mounts prints for presentation and display
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least one medium of communication:
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

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PORTFOLIO ASSESSMENT **COM3050–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ uses a camera to capture images employing composition guidelines
- ☐ through production of photo images as per client need, demonstrates:
  - ☐ description/outline of topic

Content (continued)
  - ☐ coordination of picture-taking assignments with client's needs
  - ☐ representative coverage with a variety of shots (long, medium, close-up; horizontal, vertical format)
  - ☐ processing and proofing all images
  - ☐ developing a filing system
  - ☐ selecting images in consultation with clients
  - ☐ enlarging images as required
  - ☐ captioning and provision of page layouts as required
- ☐ investigates and reports on career options in photojournalism
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content
- ☐ presents assignment to client and/or teacher and peers
- ☐ obtains and responds to feedback based on:
    - ☐ how well the assignment met the stated expectations
    - ☐ aesthetics
    - ☐ technical quality
    - ☐ meeting of school and community standards

Content (continued)
- ☐ makes changes in response to feedback
- ☐ mounts prints for presentation and display (as required)
- ☐ identifies career options
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation
- ☐ demonstrates effective use of at least one medium of communication
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT **COM3060–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ uses an enlarger or computer to manipulate images
- ☐ through production of at least five prints printed and mounted (at teacher's discretion) demonstrates:
  - ☐ contrast manipulation
  - ☐ vignetting

Content (continued)
  - ☐ multiple printing
  - ☐ solarization (the "Sabattier" effect)
- ☐ uses spotting and/or airbrushing techniques for print retouching, modification and/or enhancement
- ☐ uses orthochromatic film for electronic imaging to produce high contrast derivations
- ☐ documents experiences while completing assignment
- ☐ critiques each image with respect to composition (as required)
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS **COM3060–2**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	3
Content	4 3 2 1 0	3
Presentation	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ presents assignment to teacher and peers
- ☐ obtains and responds to feedback based on:
  - ☐ how well the assignment met the stated expectations
  - ☐ aesthetics
  - ☐ technical quality
  - ☐ meeting of school and community standards

Content (continued)

- ☐ mounts prints for presentation and display using recognized photo-mounting techniques
- ☐ discusses/describes techniques and procedures used to complete project
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT

COM3070–1

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ demonstrates exposure latitude through bracketing
- ☐ selects and uses alternative light sources
- ☐ uses an enlarger or computer to manipulate images including colour density
- ☐ produces at least two prints printed and mounted (at teacher's discretion) and/or slides (number specified by teacher)
- ☐ critiques each image with respect to composition (as required)
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

PORTFOLIO ASSESSMENT **COM3080–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ prepares camera-ready layouts for multiregister work to be printed
  - ☐ layouts will demonstrate basic composition guidelines
  - ☐ layouts will be clear and clean

Content (continued)
- ☐ selects appropriate printing method and prepares printing masters
- ☐ produces at least two prints through the selected printing method(s)
  - ☐ ensures the prints are in register and aligned to the printed surface
  - ☐ ensures the printed images are clear and clean
- ☐ uses finishing techniques as required
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

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PRESENTATIONS/REPORTS **COM3080–2**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	3
Content	4 3 2 1 0	3
Presentation	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ presents assignment consisting of completed layouts, masters and prints to teacher and peers and/or clients as required
- ☐ obtains and responds to feedback based on:
  - ☐ appropriateness and effectiveness of printing method(s) to the task
  - ☐ how well the printing method(s) was used

Content (continued)

  - ☐ aesthetic quality of finished product
  - ☐ technical quality of finished product
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT COM3090–1

Student Name: ____________________

Teacher: ____________________

Module/Project(s): ____________________

Date: ____________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- ☐ prepares camera-ready layouts for multiregister work to be printed:
  - ☐ layouts will demonstrate basic composition guidelines
  - ☐ layouts will be clear and clean

Content (continued)

- ☐ selects appropriate printing method and prepares printing masters
- ☐ produces at least two prints through the selected printing method(s)
  - ☐ ensures the prints are in register and aligned to the printed surface
  - ☐ ensures the printed images are clear and clean
- ☐ uses finishing techniques as required
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials

- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3090–2

Student Name: ____________________

Module/Project(s): ____________________

Teacher: ____________________

Date: ____________________

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ presents assignment consisting of completed layouts, masters and prints to teacher and peers and/or clients (as required)
- ☐ obtains and responds to feedback based on:
  - ☐ justification of appropriateness and effectiveness of printing method(s) to the task
  - ☐ how well the printing method(s) was used

Content (continued)

  - ☐ aesthetic quality of finished product
  - ☐ technical quality of finished product
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT **COM3100–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

☐ prepares self for task
☐ organizes and works in an orderly manner
☐ interprets and carries out instructions accurately
☐ plans and uses time effectively in a logical sequence
☐ displays leadership in adhering to routine procedures
☐ attempts to solve problems prior to requesting help

Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates with sensitivity solutions to problems
☐ displays effective communication skills
☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

☐ completes an audio project (five to eight minutes in length) for a target audience and an audio assignment (two to three minutes in length) that uses sound but no words
☐ through production of an audio project demonstrates:
  ☐ specified preproduction, production and post-production elements
  ☐ project treatment including:
    - story concepts
    - script outline

Content (continued)

    - on-location/studio-based requirements
    - recording list
    - anticipated technical requirements
    - timeline with key benchmarks
  ☐ workplan detailing responsibilities (if project done by a team)
☐ through production of an audio assignment demonstrates:
  ☐ fading
  ☐ layering
  ☐ polishing
  ☐ special effects
  ☐ transitions
☐ prepares a director's log book containing:
  ☐ an audio script including all sound cues
  ☐ a storyboard (where applicable)
  ☐ a critique for two of the following:
    - preproduction
    - production
    - post-production
☐ selects and uses equipment/facilities effectively, safely and responsibly
☐ ensures work meets school and community standards

Equipment and Materials

☐ independently selects and uses equipment/materials
☐ demonstrates concern for safe procedures/techniques
☐ weighs and measures accurately and efficiently
☐ minimizes waste of materials
☐ anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3100–2

Student Name: ______________________

Teacher: ______________________

Module/Project(s): ______________________

Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	3
Content	4 3 2 1 0	3
Presentation	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ presents assignment to teacher and peers/target audience
- ☐ obtains and responds to feedback based on:
  - ☐ appropriateness and effectiveness of assignment to meeting the objective
  - ☐ how well techniques were accomplished
  - ☐ relationship of storyboard to story told in final product

Content (continued)

  - ☐ aesthetics
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT **COM3110–1**

Student Name: ______________________________ Teacher: ______________________________

Module/Project(s): ______________________________ Date: ______________________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ completes a video project (five to eight minutes in length) for a target audience
- ☐ completes a video assignment (two to three minutes in length) on an assigned topic, using in-camera editing
- ☐ through production of a video project demonstrates:
  - ☐ development of a project proposal that includes preproduction, production, post-production elements and demonstrates planning for these elements
  - ☐ development of a project treatment including:

Content (continued)
    - story concepts
    - script outline
    - on-location/studio-based requirements
    - shot list and/or "paper edit"
    - anticipated technical requirements
    - timeline with key benchmarks
  - ☐ work plan detailing responsibilities (if project done by a team)
- ☐ prepares a director's log book containing:
  - ☐ an edit decisions list
  - ☐ a revision entry for two of the following stages:
    - preproduction
    - production
    - post-production
- ☐ enhances video and related audio equipment operation skills:
  - ☐ varying focal length and focal distance
  - ☐ adding and subtracting light (artificial and natural)
  - ☐ in-camera editing
  - ☐ post-production editing
  - ☐ special effects
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3110–2

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	3
Content	4 3 2 1 0	3
Presentation	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content
- ☐ presents "rough-edit" for critique and recommendations
- ☐ presents final product to target audience for critique and assessment
- ☐ critiques own work and the work of others based on:
  - ☐ appropriateness and effectiveness of assignment to meeting the objective
  - ☐ how well techniques were accomplished
  - ☐ relationship of storyboard to story told in final product
  - ☐ aesthetics
  - ☐ meeting of school and community standards
- ☐ creates a portfolio or adds assignment to existing portfolio

Content (continued)

Presentation
- ☐ demonstrates effective use of at least one medium of communication
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT **COM3120–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ completes an animation project (a minimum of 30 seconds in length) that communicates a message or tells a story and demonstrates:
  - ☐ effective/creative movement of images

Content (continued)
  - ☐ a storyline with beginning, middle and end
  - ☐ beginning and ending credits
- ☐ completes a synopsis of the story idea (100 - 200 words)
- ☐ completes a storyboard or outline for the animation project
- ☐ selects and uses appropriate animation technique(s)
- ☐ uses required equipment and facility to edit images and to add sound as required
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3120–2

Student Name: ______________________________

Module/Project(s): ______________________________

Teacher: ______________________________

Date: ______________________________

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

☐ sets goals for presentation
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately, using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ accesses and refines approach to task and project status based on feedback and reflection

Content

☐ presents assignment to target audience
☐ obtains and responds to feedback based on:
  ☐ elements used
  ☐ how well animation achieved its purpose
  ☐ aesthetics
  ☐ meeting of school and community standards

Content (continued)

☐ creates a portfolio or adds assignment to existing portfolio including:
  ☐ research
  ☐ synopsis
  ☐ timeline
  ☐ storyboard
  ☐ completed product
  ☐ written evaluation
  ☐ other teacher specified materials (as required)

Presentation

☐ demonstrates effective use of at least one medium of communication
☐ maintains acceptable grammatical and technical standards
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT **COM3130–1**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Management	4 3 2 1 0	3
Teamwork	4 3 2 1 0 N/A	3
Content	4 3 2 1 0	2
Equipment and Materials	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content
- ☐ selects appropriate media and justifies selection
- ☐ identifies at least two messages to be delivered to a specified client group and specified audience
- ☐ devises a plan for developing and producing each message including:
  - ☐ intended statement
  - ☐ working title
  - ☐ intended client group/target audience
  - ☐ preferred media/why
  - ☐ associated resource requirements
  - ☐ timeline

Content (continued)
- ☐ produces each message (each being a minimum 30 seconds in length) combining three or more different media through digital technology and:
  - ☐ revising plan if required justifying revision
  - ☐ demonstrating effective/creative movements of images, messages and/or symbols
  - ☐ explaining processes used as required
  - ☐ conveying a central message, impression or theme
  - ☐ soliciting and responding to feedback from client group
  - ☐ presenting an appropriate project title at the beginning and end of the message
- ☐ completes a written or oral evaluation (minimum 300 words) describing:
  - ☐ techniques used
  - ☐ response(s) of the target audience
  - ☐ recommendations for improving/enhancing the messages
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials
- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

BEST COPY AVAILABLE

PRESENTATIONS/REPORTS **COM3130–2**

Student Name: ______________________ Teacher: ______________________

Module/Project(s): ______________________ Date: ______________________

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	3
Content	4 3 2 1 0	3
Presentation	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals for presentation
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ presents assignment to client group/target audience
- ☐ obtains and responds to feedback based on:
  - ☐ message suitability
  - ☐ message clarity
  - ☐ media suitability
  - ☐ technical quality

Content (continued)

  - ☐ aesthetics
  - ☐ overall meeting of client's needs
- ☐ creates a portfolio or adds assignment to existing portfolio

Presentation

- ☐ demonstrates effective use of at least one medium of communication
- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

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COMMUNICATION TECHNOLOGY

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

Communication Technology has strong links with Design Studies. In particular, five Design Studies modules—2-D Design Fundamentals, 2-D Design Applications and 2-D Design Studio 1–3—deal with design skills that support certain Communication Technology modules. It is strongly recommended that students obtain practice in a variety of design activities by taking 2-D Design Fundamentals. A 5-credit course, for a student interested in printing, might comprise the following:

- 2-D Design Fundamentals
- 2-D Design Applications
- Printing 1
- Printing Techniques 1
- Printing Applications 1.

A student interested in animation might consider taking some Design Studies modules also.

Although the techniques of presenting and communicating are delivered through Communication Technology, the specific knowledge and skills relating to software application may be acquired in Information Processing. For example, the knowledge and skills acquired in Information Processing modules dealing with multimedia, desktop publishing and integrated graphics tools may benefit student in Communication Technology. Conversely, an introductory printing module from Communication Technology may benefit students who are interested in desktop publishing. Teachers wishing to combine these or any other competencies should review the appropriate modules within both strands.

Communication Technology also has the potential to link with Tourism Studies and Enterprise and Innovation, as well as with the Fine Arts (Drama, Art, Music), and Language Arts and Social Studies. However, skills learned in Communication Technology may also be applied to other strands; e.g., Foods, Mechanics, Construction Technologies, where a process or an activity needs to be recorded for review or presentation.

Note that project modules from the Career Transitions strand may be combined with modules from Communication Technology to provide increased opportunity for students to develop expertise and refine their competencies.

Potential linkages of Communication Technology with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see "Communication Technology: Connections with Other CTS Strands").

With Other Secondary Programs

Potential linkages with core and complementary subject areas across the curriculum are identified in this section (see "Communication Technology: Connections Across the Curriculum").

TRANSITIONS

To the Community/Workplace

The themes and modules offered in Communication Technology are consistent with courses in communication being offered by most post-secondary institutions in the province. There is no formal agreement to waive prerequisites for students enrolling in such programs, but, nonetheless, students are encouraged to compile and present a portfolio whenever they are applying to a post-secondary institution.

Information from the National Occupational Classification (NOC) regarding occupations in design-related areas that can be accessed upon completion of high school is provided in this section (see "Communication Technology: Related Occupations").

To Related Post-secondary Programs

An outline of post-secondary institutions in Alberta currently offering programs in design studies-related areas is provided in this section (see "Communication Technology: Summary of Related Post-secondary Programs").

CREDENTIALLING

There are no credentialling opportunities for Communication Technology modules.

LINKAGES – *Communication Technology: Connections with Other CTS Strands*

Communication Technology Modules	Other CTS Strands																				
	Agriculture	Career Transitions	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Energy and Mines	Enterprise and Innovation	Electro-Technologies	Fabrication Studies	Fashion Studies	Financial Management	Foods	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Presentation																					
COM1010: Presentation & Communication 1		▤				▤		▤							▤			▤			
COM1020: Media & You																					
COM2010: Presentation & Communication 2		▤				▤		▤							▤			▤			
COM2020: Media Design & Analysis 1																		▤			
COM2030: Script Writing 1																					
COM3010: Presentation & Communication 3		▤				▤		▤							▤			▤			
COM3020: Media Design & Analysis 2																		▤			
COM3030: Script Writing 2																					
Theme: Photography																					
COM1030: Photography 1						■												▤			
COM2040: Photography 2						■									▤			▤			
COM2050: Photographic Communication						▤												▤			
COM2060: Photographic Techniques 1						■									▤			▤			
COM2130: Special Effects Photography																					
COM3040: Photography 3						■									▤			▤			
COM3050: Photojournalism																					
COM3060: Photographic Techniques 2						■									▤			▤			
COM3070: Colour Photography						▤															
Theme: Print																					
COM1050: Printing 1						■												▤			
COM2070: Printing Techniques 1						■												▤			
COM2080: Printing Applications 1						■									▤			▤			
COM3080: Printing Techniques 2						■												▤			
COM3090: Printing Applications 2						■									▤			▤			
Theme: Audio/Video																					
COM1060: Audio/Video Production 1						▤									▤			▤			
COM1070: Animation 1															▤						
COM1080: Digital Design 1						■									■			▤			
COM2090: Audio/Video 1						▤									▤			▤			
COM2100: Audio/Video 2						▤									▤			▤			
COM2110: Animation 2															■						
COM2120: Digital Design 2						■									■			▤			
COM3100: Audio 3						▤												▤			
COM3110: Video 3						▤												▤			
COM3120: Animation 3															■						
COM3130: Digital Design 3						■									■			▤			

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.	■
Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.	▤

LINKAGES – *Communication Technology: Connections Across the Curriculum*

Communication Technology Modules	Junior High							Senior High											
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Presentation																			
COM1010: Presentation & Communication 1	▤							▤											
COM1020: Media & You							▤										▤		
COM2010: Presentation & Communication 2								▤											
COM2020: Media Design & Analysis 1								▤											
COM2030: Script Writing 1								■											
COM3010: Presentation & Communication 3								▤											
COM3020: Media Design & Analysis 2								▤											
COM3030: Script Writing 2								■											
Theme: Photography																			
COM1030: Photography 1				▤			▤				▤		▤	▤			▤		
COM2040: Photography 2											▤		▤	▤			▤		
COM2050: Photographic Communication	▤							▤									▤		
COM2060: Photographic Techniques 2																	▤		
COM2130: Special Effects Photography							▤												
COM3040: Photography 3											▤			▤	▤		▤		
COM3050: Photojournalism																			
COM3060: Photographic Techniques 2																	▤		
COM3070: Colour Photography											▤			▤	▤		▤		
Theme: Print																			
COM1050: Printing 1							▤										▤		
COM2070: Printing Techniques 1																	▤		
COM2080: Printing Applications 1																	▤		
COM3080: Printing Techniques 2																	▤		
COM3090: Printing Applications 2																	▤		
Theme: Audio/Video																			
COM1060: Audio/Video Production 1	▤	▤						▤	▤								▤		
COM1070: Animation 1							▤										▤		
COM2090: Audio/Video 1																	▤		
COM2100: Audio/Video 2																	▤		
COM2110: Animation 2																	▤		
COM2120: Digital Design 2																	▤		
COM3100: Audio 3																	▤		
COM3110: Video 3																	▤		
COM3120: Animation 3																	▤		
COM3130: Digital Design 3																	▤		

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts.	■
Provides some links with course content, usually through the application of related technologies and/or processes.	▤

C lation of Communication Technologies to Practical Arts: phic Arts 22–32 ★

	GRAPHIC ARTS 22-32																											
	22A	Introduction	Image Creation	**22B**	History	Safety	Maintenance	Preparation and Operation	Press Operation	Inks and their Properties	**22C**	Safety	Photography (Black and White - Basic)	Photography (Black and White - Adv.)	Colour Photography	**32A**	Process Camera	**32B**	History	Safety	Papers	Bindery Operations	Packaging	Related Operations	Maintenance	Careers	**32C**	Practical Extentions
COM1010: Presentation & Communication 1																												
COM1020: Media & You													✓															
COM1030: Photography 1													✓															
COM1050: Printing 1			✓																									
COM1060: Audio/Video Production 1																												
COM1070: Animation 1																												
COM1080: Digital Design 1																												
COM2010: Presentation & Communication 2																												
COM2020: Media Design & Analysis 1																												
COM2030: Script Writing 1																												
COM2040: Photography 2														✓														
COM2050: Photographic Communication																												
COM2060: Photographic Techniques 1														✓														
COM2070: Printing Techniques 1			✓			✓	✓	✓	✓	✓												✓						
COM2080: Printing Applications 1			✓			✓	✓	✓	✓	✓												✓						
COM2090: Audio/Video 1																												
COM2100: Audio/Video 2																												
COM2110: Animation 2																												
COM2120: Digital Design 2																												
COM2130: Special Effects Photography														✓														
COM3010: Presentation & Communication 3																												
COM3020: Media Design & Analysis 2																												
COM3030: Script Writing 2																												
COM3040: Photography 3														✓														
COM3050: Photojournalism																												
COM3060: Photographic Techniques 2														✓														
COM3070: Colour Photography														✓	✓													
COM3080: Printing Techniques 2						✓	✓	✓	✓	✓							✓					✓				✓		
COM3090: Printing Applications 2						✓	✓	✓	✓	✓							✓					✓				✓		
COM3100: Audio 3																												
COM3110: Video 3																												
COM3120: Animation 3																												
COM3130: Digital Design 3																												

★ September 1997: All practical arts courses replaced by Career and Technology Studies.

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Correlation of Communication Technology to Practical Arts: Visual Communications 10–20–30, 12–22–32 ★

	VISUAL COMMUNICATION 10-20-30												
COMMUNICATION TECHNOLOGY MODULES	Introduction to Offset Lithography	Process Photography - Line	Process Photography - Half Tones	Layout and Design	Topographical and Architectural Drafting	Relief Printing	Screen Process Printing	Black and White Photography - Basic	Black and White Photography - Advanced	Colour Photography	Mechanical Drafting	Customer Service	Offset Printing Process
COM1010: Presentation & Communication 1													
COM1020: Media & You	✓			✓			✓	✓					
COM1030: Photography 1								✓					
COM1050: Printing 1	✓	✓		✓		✓	✓						✓
COM1060: Audio/Video Production 1													
COM1070: Animation 1													
COM1080: Digital Design 1													
COM2010: Presentation & Communication 2													
COM2020: Media Design & Analysis 1													
COM2030: Script Writing 1													
COM2040: Photography 2									✓				
COM2050: Photographic Communication													
COM2060: Photography Techniques 1									✓				
COM2070: Printing Techniques 1							✓						
COM2080: Printing Applications 1							✓						
COM2090: Audio/Video 1													
COM2100: Audio/Video 2													
COM2110: Animation 2													
COM2120: Digital Design 2													
COM2130: Special Effects Photography		✓							✓				
COM3010: Presentation & Communication 3													
COM3020: Media Design & Analysis 2													
COM3030: Script Writing 2													
COM3040: Photography 3									✓				
COM3050: Photojournalism													
COM3060: Photographic Techniques 2									✓				
COM3070: Colour Photography									✓	✓			
COM3080: Printing Techniques 2							✓						✓
COM3090: Printing Applications 2							✓					✓	✓
COM3100: Audio 3													
COM3110: Video 3													
COM3120: Animation 3													
COM3130: Digital Design 3												✓	

	VISUAL COMMUNICATION 12-22-32																												
	12					22A								22B				22C		32A				32B					32 C
COMMUNICATION TECHNOLOGY MODULES	Introduction	Image Creation	Image Conversion	Reproduction Process	Finishing Procedures (Portfolio)	Introduction	Image Creation	Image Conversion	Reproduction Process	Three Dimensional Design	Perspective	Visual Merchandising	Promotional Display	Introduction	Image Creation	Image Conversion	Reproduction Process	Image Creation	Reproduction Process	Image Creation	Image Conversion	Reproduction Process	Finishing Process	The Information Process	Image Creation	Image Conversion	Reproduction Process	Finishing Process	Practical Extensions
COM1010: Presentation & Communication 1																													
COM1020: Media & You		✓	✓	✓	✓																								
COM1030: Photography 1		✓	✓	✓	✓																								
COM1050: Printing 1		✓	✓	✓	✓																								
COM1060: Audio/Video Production 1						✓		✓																					
COM1070: Animation 1						✓	✓	✓	✓																				
COM1080: Digital Design 1							✓																						
COM2010: Presentation & Communication 2																													
COM2020: Media Design & Analysis 1							✓	✓																					
COM2030: Script Writing 1								✓																					
COM2040: Photography 2						✓	✓	✓						✓	✓	✓	✓		✓										
COM2050: Photographic Communication							✓	✓						✓	✓	✓	✓												
COM2060: Photography Techniques 1							✓	✓						✓	✓	✓	✓												
COM2070: Printing Techniques 1							✓	✓	✓					✓	✓	✓	✓		✓										
COM2080: Printing Applications 1							✓	✓	✓					✓	✓	✓	✓		✓										
COM2090: Audio/Video 1						✓	✓	✓	✓					✓	✓	✓	✓												
COM2100: Audio/Video 2						✓	✓	✓	✓					✓	✓	✓	✓												
COM2110: Animation 2						✓	✓	✓	✓																				
COM2120: Digital Design 2																													
COM2130: Special Effects Photography														✓	✓	✓	✓												
COM3010: Presentation & Communication 3																								✓					
COM3020: Media Design & Analysis 2																								✓					
COM3030: Script Writing 2																													
COM3040: Photography 3																				✓	✓	✓		✓	✓	✓	✓		
COM3050: Photojournalism																								✓	✓	✓	✓		
COM3060: Photographic Techniques 2																				✓	✓	✓		✓	✓	✓	✓		
COM3070: Colour Photography																				✓	✓	✓							
COM3080: Printing Techniques 2																				✓	✓	✓	✓				✓	✓	
COM3090: Printing Applications 2																				✓	✓	✓	✓				✓	✓	
COM3100: Audio 3																				✓	✓	✓		✓					
COM3110: Video 3																				✓	✓	✓							
COM3120: Animation 3																				✓	✓	✓							
COM3130: Digital Design 3																													

★ September 1997: All practical arts courses replaced by Career and Technology Studies.

TRANSITIONS—*Communication Technology: Related Occupations*

Information for this chart was obtained form the National Occupational Classification (NOC) descriptions.

Educational Requirements:

D:	High School Education	B:	College or Vocational Education
C:	Apprenticeship	A:	University

Occupation Profile	NOC#	D	C	B	A
Advertising Copywriter	5121			✓	✓
Binding and Finishing Machine Operators	9473		✓	✓	
Broadcast Maintenance Technologist	5224			✓	
Camera, Platemaking and Other Pre-Press Occupations	9472	✓	✓	✓	
Cartoonist	5241			✓	✓
Casting Director	5226	✓		✓	✓
Cinematographer	5222			✓	✓
Film and Video Camera Operators	5222			✓	
Film Animator	5241			✓	✓
Graphic Arts Technicians	5223			✓	✓
Graphic Designers and Illustrating Artists	5241			✓	✓
Journalist	5123			✓	✓
Managers in Publishing, Motion Pictures, Broadcasting and Performing Arts	0512			✓	✓
Photographer	5221			✓	✓
Photographic and Film Processors	9474			✓	
Printing and Graphic Arts Craftsmen	9472		✓		
Printing Machine Operator	9471	✓		✓	
Printing Press Operators	7381		✓	✓	
Producers, Directors, Choreographers and Related Occupations	5131			✓	✓
Professional Occupations in Public Relations and Communications	5124			✓	✓
Projectionist	5227	✓			
Reporter (Print and Broadcast Media)	5123			✓	✓
Supervisors, Printing and Related Occupations	7218	✓		✓	
Television Equipment Operators	5222			✓	
Traffic Clerk/Assistant	1473	✓			
Writer	5121			✓	✓

TRANSITIONS – *Communication Technology: Summary of Related Post-secondary Programs*

		PUBLIC COLLEGES											PRIVATE COLLEGES					TECH. INST.		Banff	UNIVERSITIES			VOCATIONAL COLLEGES			
	Alberta College of Art & Design	Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College	**APPRENTICESHIP TRADE**	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	Banff Centre	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Art / Art History / Visual Arts	D(4y)		CD 2t	D	CD 2t			D2t			D2t		B	V						V	BM	BM	BM				
Cinema, Television, Stage & Radio Arts									D									D	D	V	B						
Commercial Signwriting																		C									
Photography / Photographic Arts	D(4y)																	VD	V	V		BM					
Audio and/or Visual Communications	D(4y)			D				D(3y) 3t									V		VD		BM						
Cinema, Radio & Television Arts				D			D		D									D	D	V							
Communications Arts/Studies / Journalism Arts			1t	CD			D	1t2t	D					V			V		VD	V		BM	2t				
Printing & Graphic Arts																		VC	VD						VC		

CODES:

B	Bachelor's Degree	D	Diploma (2 years)	w	weeks
M	Master's Degree	V	Varies	m	months
Ph.D.	Doctoral Degree	1t	One-year transfer	y	years
C	Certificate (1 year or less)	2t	Two-year transfer		

*Information taken from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.

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COMMUNICATION TECHNOLOGY

SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI has been designed to provide a list of resources that support student learning.

Three types of resources are identified:

- Authorized: Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- Other: Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary prior to use in school jurisdictions
- Additional: A list of local, provincial and national sources of information available to teachers, including the community, government, industry, and professional agencies and organizations.

The information contained in this Guide, although as complete and accurate as possible as of June 1997, is time-sensitive.

For the most up-to-date information on learning resources and newer editions/versions, consult the LRDC *Buyers Guide* and/or the agencies listed in the Distributor Directory at the end of this section.

CTS is on the Internet.
Internet Address:
http://ednet.edc.gov.ab.ca

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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and nonprint resources are available. Learning resources identified for CTS strands include print, software, video and CD-ROM formats. Also of significance and identified as appropriate throughout each strand are sources of information available through the Internet.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new CTS curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
  - – basic learning resources
  - – support learning resources
  - – teaching resources
- Other Resources
- Additional Sources
- Distributor Directory.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the Career and Technology Studies video series produced by ACCESS: The Education Station. Further information is provided in relevant sections of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a module correlation to the CTS modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ACC	Title	Author	1010	2010	3010
	Bibliographic Information				
	Annotation				

1 = Introductory
2 = Intermediate
3 = Advanced
Indicates module number

Distributor Code - see Distributor Directory

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB T5L 4X9
Telephone: 403–427–5775 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–9750
Internet: http://ednet.edc.gov.ab.ca/lrdc

Please check LRDC for availability of videos.

RESOURCE POLICY

Alberta Education withdraws learning and teaching resources from the provincial list of approved materials for a variety of reasons; e.g., the resource is out of print; a new edition has been published; the program has been revised. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. **Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.**

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit, Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Telephone: 403–422–4872 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–0576
Internet: http://ednet.edc.gov.ab.ca

Note: Owing to the frequent revisions of computer software and their specificity to particular computer systems, newer versions may not be included in this guide. However, schools may contact the LRDC directly at 403–427–5775 for assistance in purchasing computer software.

Trademark Notices: Microsoft, Access, Excel, FoxPro, Mail, MS-DOS, Office, PowerPoint, Project, Publisher, Visual Basic, Visual C++, Windows, Windows NT, Word, and Works are either registered trademarks or trademarks of Microsoft Corporation. Apple, Mac, Macintosh, and Power Macintosh are either registered trademarks or trademarks of Apple Computer, Inc. Other brand and product names are registered trademarks or trademarks of their respective holders.

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Communication Technology curriculum. These resources address the majority of the learner expectations in one or more modules and/or levels. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Basic 35 mm Photo Guide*. Craig Alesse. Amherst, NY: Amherst Media, 1992. This very basic guide to photography using a 35mm S.L.R. camera is suitable for junior high level.	1010 1020 1030		
LRDC	*Communication Systems*. Charles D. Johnson. Cedar Falls, ID: Goodheart-Willcox Co. Inc., 1992. This book introduces the variety of ways people use technology to communicate. It includes fundamentals (design, etc.), drafting, photography, graphic arts, desktop publishing and electronic communication. It also includes a section on career exploration. Instructor's manual is available.	1010 1020 1030 1050 1060 1080	2040 2070 to 2100 2120	3080 3090 3130
LRDC	*Communication Technology: Today and Tomorrow*. (2^{nd} edition.) Mark Sanders. Lake Forest, IL: Glencoe/McGraw-Hill, 1997. The various areas of communication technology and the processes involved in each are explained. Data handling, systems design, optics and the basic systems of production of electronic media are discussed. Teacher's resource binder (includes supplements) and student workbook are available.	1010 1020 1030 1050 1060 1080	2010 2040 2070 2080 2110 2120	3060 3080 3090 3130
LRDC	*Creative Camera, The*. Nancy Howell-Koehler. Worchester, MA: Davis Publications Inc., 1989. Designed to help intermediate and advanced students experiment with unusual and innovative camera technology, this book will help students update and experiment with a wide variety of techniques and make the most of a camera.	1030	2060 2130	3050 3060
LRDC	*Exploring Photography*. Richard Walker and Robert Walker. Goodheart-Willcox Co. Inc. Irwin Publishing, 1996. The fundamentals of photography are dealt with in a logical straightforward way. Contents include the history of photography, photographic equipment, materials, methods and processes. Instructor's guide and answer key, and workbook are available.	1030	2130	3040 3050 3060 3070

Basic Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Graphic Arts Production.* Loretta C. Dodt. Homewood, IL: American Technical Publishers, 1990. Tools, equipment, materials, production methods and design techniques traditionally used in the graphic arts field are tied in with computer graphic programs and desktop publishing.	1020 1050 1080	2020 2070 2080 2120	3020 3080 3090 3130
LRDC	*Handbook of Photography.* (3rd edition.) R. Lovell, F. Zwahlen Jr. and J. Folts. Albany, NY: Delmar Publishers, Inc., 1978. Covering how to take photographs, develop film and make prints, this reference also has a good section in each area that deals with what can go wrong and the probable causes.	1030	2040 2050 2060 2130	3040 3050 3060 3070
LRDC	*Photography.* (5th edition.) B. London and J. Upton. HarperCollins College Publishers, 1994. This beautifully illustrated book covers material for basic photography through advanced levels. It is very comprehensive including "how to" information and excellent examples specific to context or concepts. A trouble shooting section is provided as well as a comprehensive history of photography.	1030	2040 2050 2060 2130	3040 3050 3060 3070
LRDC	*Short Course in Photography, A: An Introduction to Black and White Photographic Technique.* (3rd edition.) B. London and J. Stone. HarperCollins College Pulishers, 1996. Covers all the essential topics of black and white photography with a new section introducing digital imaging. Good layout and simple text makes this resource easy for students to use.	1030	2040 2050 2060 2130	
LRDC	*Step by Step Guide to Photography, The.* Michael Langford. New York, NY: Alfred A. Knopf, 7th Printing, 1987. ▲ The whole spectrum of photography, from basic photographic techniques through to advanced darkroom techniques, is covered in this comprehensive text.		2040 2060	3040 3060 3070

▲ This resource is no longer in print; however it remains authorized as a learning resource.

Basic Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Video Basics.* H. Zettl. Wadsworth Publishing, 1995. This text provides comprehensive coverage of the video production process and includes more that 2500 photos and illustrations. It is intended for the basic video production or television production courses taken by radio/TV/film majors or liberal arts students. The book moves students from video concepts and processes to production tools and techniques. Also to the production environment (studio, field or outside) and how it affects what is done. A workbook and instructor's manual are available.	1060	2090 2100	3100 3110
PHP	*Videography: A Guide to Making Videos.* Peter Hitchcock. Toronto, ON: Peter Hitchcock Productions, 1992. This print resource has been written to accompany the "Successful Home Video" series and therefore offers a practical and in-depth look at how high quality video presentations can be made by anyone.	1020 1060	2020 2090 2100	3020 3100 3110

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
PHP	*Advanced Camcorder: Effects, Moves and Lighting.* (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	1010 1020 1060 1070	2010 2020 2030	3010 3020 3030 3100 3110
PHP	*Advanced Editing and Instructional Video.* (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	1010 1020 1060 1070	2010 2020 2030	3010 3020 3030 3100 3110
PHP	*Audio Techniques and the Travel Video.* (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	1010 1020 1060 1070	2010 2020 2030	3010 3020 3030 3100 3110
LRDC	*AUTODESK 3D Studio.* (DOS Release 2.) Georgetown, ON: Merlan Scientific Ltd., 1992. A 3-D modelling and application software program that combines all of the tools necessary for creating still images or 3-D animation.	1070	2110 2120	3120 3130
LRDC	*AUTODESK Animator Pro.* (DOS Version 1.0.) Georgetown, ON: Merlan Scientific Ltd., 1990 - 1991. A 2-D paint and animation software package that enables the user to create high resolution presentations and animation.	1070 1080	2010 2110 2120	3010 3120 3130

Support Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
PHP	*Basic Video Production.* (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	1010 1020 1060 1070	2010 2020 2030	3010 3020 3030 3100 3110
LRDC	*ClarisDraw* (Macintosh / Power Macintosh, Version 1.0.) Claris Corportation, 1994. Courseware. *ClarisDraw* is the next generation of *MacDraw* software that integrates drawing, advanced text handling, painting, image editing, and presentations with revolutionary graphics and intelligence.	1070 1080	2010 2110 2120	3010 3120 3130
PHP	*Camcorder Basics.* (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	1010 1020 1060 1070	2010 2020 2030	3010 3020 3030 3100 3110
ACC	*Career and Technology Studies: Key Concepts.* Edmonton, AB: ACCESS: The Education Station. A series of videos and utilization guides relevant to all CTS strands. The series consists of: *Anatomy of a Plan; Creativity; Electronic Communication; The Ethics Jungle; Go Figure; Innovation; Making Ethical Decisions; Portfolios; Project Planning; Responsibility* and *Technical Writing.*	all	all	all
LRDC	*Communication Technology: Today and Tomorrow.* (2nd edition.) Mark Sanders. Lake Forest, IL: Glencoe/McGraw-Hill, 1997. Student Workbook. See Basic Learning Resources for module correlation and annotation.			
LRDC	*Desktop Publishing: Design Basics and Applications.* George Porozny. Mississauga, ON: Copp Clark Pitman, 1993. A basic overview of desktop publishing from a practical perspective is provided under the assumption that the student has minimal experience with the computer. Emphasis is given to Apple computers.	1020 1050		

Support Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
PHP	*Documentary, The.* (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	1010 1020 1060 1070	2010 2020 2030	3010 3020 3030 3100 3110
LRDC	*Electronic Prepress: A Hands-on Introduction.* B. Parsons. Delmar Publishers Inc. ITP Nelson Canada, 1995. This text provides an introduction to current electronic pre-press technology involving the use of personal computers, scanners, and higher-resolution output devices. The organization of units and chapters allows instructors a great deal of flexibility in presenting information, and chapter summaries and review questions promote comprehension and learning. Profusely illustrated with drawings and photographs, the text explains state-of-the-art technologies in clear, easy to comprehend manner.		2070 2080	3080 3090
LRDC	*Exploring Photography.* Richard Walker and Robert Walker. Goodheart-Willcox Co. Inc. Irwin Publishing, 1996. Student Workbook. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Fundamentals of Copy & Layout.* (2nd edition.) A. Book and C. Schick. Lincolnwood, IL: NTC Business Books, 1990. Designed for someone who is starting their advertising agency, this book can also be used as a review of basic procedures.	1050	2070 2080	3080 3090
LRDC	*Harvard Graphics* (Version 3.0 for Windows). Software Publishing Corporation, 1994. Courseware. Multimedia presentations of charts and slides.	1080	2120	3130
LRDC	*How to Make Your Own Video.* Perry Schwartz. Minneapolis, MN: Learner Publications, 1991. Finding the right camcorder, preparing for a video shoot, writing a video script, learning storytelling techniques, learning videotaping techniques and learning lighting techniques all are discussed in this concise and very readable text written for junior high school students.	1010 1020 1060		

Support Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*HyperCard* Developer Kit. (Macintosh Version 2.1.) Apple Computer Inc./Claris Canada Inc., 1987 - 1991. A software development package that enables the user to create and store text graphics, sounds and animation sequences.	1070	2110	3120
LRDC	*Media Images and Issues.* Donna Carpenter. Don Mills, ON: Addison-Wesley Publishers Ltd., 1989. Student Text. Print, radio, film and television are examined. Each chapter focuses on techniques and encourages the student to play an interactive role in learning concepts and theory. A Canadian perspective is used.		2020	3020 3050
LRDC	*Photography - Take Your Best Shot.* Terry Morgan and Schmuel Thaler. Minneapolis, MN: Learner Publications Co., 1990. This text contains information on the basic camera through to developing prints and is suitable for a very junior level.	1010 1020 1030		
PHP	*Photography and Lighting.* (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	1010 1020 1060 1070	2010 2020 2030	3010 3020 3030 3100 3110
PHP	*Shooting an Event: Video High Tech.* (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	1010 1020 1060 1070	2010 2020 2030	3010 3020 3030 3100 3110

Support Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Technology: Today & Tomorrow.* (3rd edition.) J. Fales and V. Kuetemeyer, et al. Glencoe/McGraw-Hill, 1997. Text and Student Workbook. This resource deals with five important areas of technology – communication, manufacturing, transportation, construction and biotechnology. In addition, the problem solving process is defined, parts of a technological system are explained and curricular and cross-curricular activities are provided. Imperial Measurements are used throughout this resource. Teacher's annotated edition, teacher's resource binder, "making connections" and media correlations are available.	1010 1020 1030 1050 1060 1080	2010 2020 2040 to 2100 2120 2130	
LRDC	*Video Basics.* H. Zettl. Wadsworth Publishing, 1995. Workbook. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Video Production Studio, The.* (Career Discovery Field Trip Series.) Park Ave Productions. Jeflyn Media Consultants, 1994. This video explores nine occupations in the video production industry. You will see on-the-job interviews and examine what each worker does. A good overview of the industry is provided.	1020 1060 1070		

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Communication Systems.* Charles D. Johnson. Cedar Falls, ID: Goodheart-Willcox Co. Inc., 1992. Instructor's Manual. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Communication Technology: Today and Tomorrow.* (2nd edition.) Mark Sanders. Lake Forest, IL: Glencoe/McGraw-Hill, 1997. Teacher's Resource Binder (includes Supplement). See Basic Learning Resources for annotation and module correlation.			
LRDC	*Exploring Photography.* Richard Walker and Robert Walker. Goodheart-Willcox Co. Inc. Irwin Publishing, 1996. Instructor's Guide and Answer Key. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Technology: Today & Tomorrow.* (3rd edition.) J. Fales and V. Kuetemeyer, et al. Glencoe/McGraw-Hill, 1997. Teacher's Annotated Edition, Teacher's Resource Binder (Note: Authors are C. Haller, & E. Thompson), Making Connections, Media Correlations. See Support Learning Resources for annotation and module correlation.			
LRDC	*Video Basics.* H. Zettl. Wadsworth Publishing, 1995. Instructor's Manual. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Video Field Production.* (2nd edition.) R. Whittaker. Mayfield Publishing Company, 1996. This text provides detailed, real-world instruction in small format, single-camera video field production. Features include a balanced treatment of pre-production, production, and post-production for single-camera video, coverage of electronic news gathering, spot production, corporate video, and creative (performance/music) video. Coverage of new technologies isthroughout the text, including digital and analog technologies; lighting innovations such as full-spectrum fluorescent and new information on lighting plots; DATs, digital audio, workstations, and MIDI. Expanded stereo coverage; random-access editing, editing workstations, and video servers coverage on producing documentaries.		2090 2100	3100 3110

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Teaching Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Writing Scripts for Television, Radio, and Film.* (3rd edition.) Edgar E. Willis and Camille D'Arienzo. Fort Worth, TX: Harcourt Brace Jovanovich College Publishers, 1993. The text offers an in-depth discussion of a wide variety of scripts (e.g., commercials, sports, news, documentaries, interviews, editorial and educational scripts). There are few examples; however, the text is rich in references to current movies and television shows.		2030 2090 2100	3010 3020 3030 3100 3110

COMMUNICATION TECHNOLOGY RESOURCES

THEME CODE:
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FORMAT CODE:
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T - Teaching
O - Other

LEVEL CODE:
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JR/SR HIGH CODE:
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Module Numbers	Format	Status	Junior/Senior High	1010 Presentation and Communication 1	1020 Media and You	1030 Photography 1	1050 Printing 1	1060 Audio/Video Production 1	1070 Animation 1	1080 Digital Design 1	2010 Presentation & Communication 2	2020 Media Design & Analysis 1	2030 Script Writing 1	2040 Photography 2	2050 Photographic Communication	2060 Photographic Techniques 1	2070 Printing Techniques 1	2080 Printing Applications 1	2090 Audio/Video 1	2100 Audio/Video 2	2110 Animation 2	2120 Digital Design 2	2130 Special Effects Photography	3010 Presentation and Communication 3	3020 Media Design & Analysis 2	3030 Script Writing 2	3040 Photography 3	3050 Photojournalism	3060 Photographic Techniques 2	3070 Colour Photography	3080 Printing Techniques 2	3090 Printing Applications 2	3100 Audio 3	3110 Video 3	3120 Animation 3	3130 Digital Design 3
LEVEL				1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3
THEME				A	A	B	C	D	D	D	A	A	A	B	B	B	C	C	D	D	D	D	B	A	A	A	B	B	B	B	C	C	D	D	D	D
Autodesk 3D Studio: DOS Release 2	s	S	J/S						X												X	X											X	X		
Autodesk Animator Pro (DOS Ver. 1.0)	s	S	J/S						X	X	X										X	X		X											X	X
Basic 35 mm Photo Guide	p	B	J	X	X	X																														
ClarisDraw (Mac/PowerMac Ver.1.0)	s	S	J/S						X	X	X										X	X		X											X	X
Communication Systems				X	X	X	X	X		X				X			X	X	X	X		X									X	X				X
Text	p	B	J/S																																	
Instructor's Manual	p	T	J/S																																	
Communication Technology: Today and Tomorrow (2nd Ed.)				X	X	X	X	X		X	X			X			X	X			X	X							X		X	X				X
Text	p	B	J/S																																	
Student Workbook	p	S	J/S																																	
Teacher's Resource Binder (Includes Supplement)	p	T	J/S																																	
Creative Camera, The	p	B	J/S			X										X							X					X	X							
Desktop Publishing : Design Basics and ApplicationS	p	S	J		X		X																													
Electronic Prepress: A Hands-on-Introduction	p	S	S														X	X													X	X				

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	Format	Status	Junior/Senior High	Presentation and Communication 1	Media and You	Photography 1	Printing 1	Audio/Video Production 1	Animation 1	Digital Design 1	Presentation & Communication 2	Media Design & Analysis 1	Script Writing 1	Photography 2	Photographic Communication	Photographic Techniques 1	Printing Techniques 1	Printing Applications 1	Audio/Video 1	Audio/Video 2	Animation 2	Digital Design 2	Special Effects Photography	Presentation and Communication 3	Media Design & Analysis 2	Script Writing 2	Photography 3	Photojournalism	Photographic Techniques 2	Colour Photography	Printing Techniques 2	Printing Applications 2	Audio 3	Video 3	Animation 3	Digital Design 3
LEVEL				1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3
THEME				A	A	B	C	D	D	D	A	A	A	B	B	B	C	C	D	D	D	D	B	A	A	A	B	B	B	B	C	C	D	D	D	D
Module Numbers				1010	1020	1030	1050	1060	1070	1080	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2130	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130
Exploring Photography						X																	X				X	X	X	X						
Text	*p*	B	J/S																																	
Student Workbook	*p*	S	J/S																																	
Instructor's Guide/Answer Key	*p*	T	J/S																																	
Fundamentals of Copy & Layout	*p*	S	J/S				X										X	X													X	X				
Graphic Arts Production	*p*	B	J/S		X		X			X		X					X	X				X			X						X	X				X
Handbook of Photography (3rd Ed.)	*p*	B	J/S			X								X	X	X							X				X	X	X	X						
Harvard Graphics 3.0 for Windows	*s*	S	J/S							X												X														X
How To Make Your Own Video	*p*	S	J	X	X			X																												
HyperCard Developer Kit (Mac Ver. 2.1)	*s*	S	J/S						X												X														X	
Media Images and Issues	*p*	S	S									X													X			X								
Photography (5th Ed.)	*p*	B	J/S			X								X	X	X							X				X	X	X	X						
Photography - Take Your Best Shot	*p*	S	J	X	X	X																														
Short Course in Photography, A: An Introduction to Black and White Photographic Technique (3rd Ed.)	*p*	B	J/S			X								X	X	X							X													
Step-by-Step Guide to Photography, The	*p*	B	S											X		X											X		X	X						

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LEVEL				1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3
THEME				A	A	B	C	D	D	D	A	A	A	B	B	B	C	C	D	D	D	D	B	A	A	A	B	B	B	B	C	C	D	D	D	D
Module Numbers				1010	1020	1030	1050	1060	1070	1080	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2130	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130
Successful Home Video Series:				X	X			X	X		X	X	X											X	X	X							X	X		
Advanced Camcorder: Effects, Moves and Lighting	*v*	S	J/S																																	
Advanced Editing & Instructional Video	*v*	S	J/S																																	
Audio Techniques & the Travel Video	*v*	S	J/S																																	
Basic Video Production	*v*	S	J/S																																	
Camcorder Basics	*v*	S	J/S																																	
Documentary, The	*v*	S	J/S																																	
Photography & Lighting	*v*	S	J/S																																	
Shooting an Event: Video High Tech	*v*	S	J/S																																	
Technology: Today & Tommorrow				X	X	X	X	X		X	X	X		X	X	X	X	X	X	X		X	X													
Text	*p*	S	J/S																																	
Student Workbook	*p*	S	J/S																																	
Teacher's Annotated Edition	*p*	T	J/S																																	
Teacher's Resource Binder	*p*	T	J/S																																	
Making Connections	*p*	T	J/S																																	
Media Correlations	*p*	T	J/S																																	
Video Basics								X											X	X													X	X		
Text	*p*	B	J/S																																	
Workbook	*p*	S	J/S																																	
Instructor's Manual	*p*	T	J/S																																	

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THEME				A	A	B	C	D	D	D	A	A	A	B	B	B	C	C	D	D	D	D	B	A	A	A	B	B	B	B	C	C	D	D	D	D
	Format	Status	Junior/Senior High	Presentation and Communication 1	Media and You	Photography 1	Printing 1	Audio/Video Production 1	Animation 1	Digital Design 1	Presentation & Communication 2	Media Design & Analysis 1	Script Writing 1	Photography 2	Photographic Communication	Photographic Techniques 1	Printing Techniques 1	Printing Applications 1	Audio/Video 1	Audio/Video 2	Animation 2	Digital Design 2	Special Effects Photography	Presentation and Communication 3	Media Design & Analysis 2	Script Writing 2	Photography 3	Photojournalism	Photographic Techniques 2	Colour Photography	Printing Techniques 2	Printing Applications 2	Audio 3	Video 3	Animation 3	Digital Design 3
Module Numbers				1010	1020	1030	1050	1060	1070	1080	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2130	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130
Video Field Production (2nd Ed.)	*p*	T	S																X	X													X	X		
Video Production Studio, The	*p*	S	J		X			X	X																											
Videography: A Guide to Making Videos	*p*	B	J/S		X			X				X							X	X					X								X	X		
Writing Scripts for Television, Radio and Film	*p*	T	S										X						X	X				X	X	X							X	X		
OTHER RESOURCES																																				
Animation How-To CD	*s*	O	J/S						X												X														X	
Animation Pie, Children's Collection, The	*v*	O	J/S						X												X														X	
Animator's Workbook, the	p	O	J/S						X												X														X	
Art of Imitation, The (Animatronics); Electric Dreams (Computer Imaging); Optical Illusions (Optical Effects); Painting by Numbers (Digital Enhancements)	*v*	O	J/S						X												X														X	
Art of the Animator, The	*v*	O	J/S						X												X														X	
Career and Technology Studies: Key Concepts	*v*	S	J/S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cell Mates	*v*	O	J/S						X												X														X	
Computer Animation Magic	*v*	O	J/S						X												X														X	

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LEVEL				1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3
THEME				A	A	B	C	D	D	D	A	A	A	B	B	B	C	C	D	D	D	D	B	A	A	A	B	B	B	B	C	C	D	D	D	D
Module Numbers				1010	1020	1030	1050	1060	1070	1080	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2130	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130
Computer Visions	*v*	O	J/S						X	X											X	X													X	X
Flipbook Movie	*v*	O	J/S						X												X														X	
Frog & Toad: Behind the Scenes	*v*	O	J/S						X												X														X	
Futures 2: Graphic Design	*v*	O	J		X	X	X			X																										
Futures 2: Industrial Design	*v*	O	J		X																															
Gutenburg: The Birth of Printing	*v*	O	J				X																													
History of Animation	*v*	O	J/S						X												X														X	
Into Print Series #4, #6	*v*	O	J/S				X			X							X	X													X	X				
Mad for Ads	*v*	O	J		X			X																												
On Assignment Video Series:						X		X						X	X	X							X				X	X	X	X						
Glamour Photography	*v*	O	J/S																																	
Photographic Design	*v*	O	J/S																																	
Photographic Light	*v*	O	J/S																																	
The Business of Photography	*v*	O	J/S																																	
The Darkroom	*v*	O	J/S																																	
The Studio	*v*	O	J/S																																	
The Video Guide to Basic 35mm Photography	*v*	O	J/S																																	
Video Guide to Basic Videography	*v*	O	J/S																																	

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LEVEL				1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3
THEME				A	A	B	C	D	D	D	A	A	A	B	B	B	C	C	D	D	D	D	B	A	A	A	B	B	B	B	C	C	D	D	D	D
Module Numbers				1010	1020	1030	1050	1060	1070	1080	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2130	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130
Part 1: Cinematography, Editing, Acting, Directing	*v*	O	J/S					X											X	X														X		
Photographic Vision, A Series					X	X								X	X								X													
Artistic Expression	*v*	O	J/S																																	
Seeing with the Camera	*v*	O	J/S																																	
Photography: A History	*v*	O	J			X			X																											
Radio & Television Commercial, The	*p*	O	J/S					X											X	X													X	X		

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OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of the resources. However, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
WGP	*Animation How-To CD.* J. Bowermaster. Waite Group Press, 1994. Text with CD-Rom. This resource is very advanced and would be useful to committed computer animation students as a technical reference. Includes sophisticated animation techniques on lighting, texture and motion.	1070	2110	3120
MLC	*Animation Pie, Children's Collection, The.* Richmond, BC: Magic Lantern Communications Ltd., 1975.	1070	2110	3120
GNP	*Animator's Workbook, The.* Tony White. Don Mills, ON: Watson-Guptill Publications, 1988. May be used as a teacher resource or reference.	1070	2110	3120
NFB	*Art of the Animator, The.* Parts 1-2. Montreal, PQ: National Film Board, 1993. This behind the scenes documentary profiles the frame-by-frame methods employed by world renowned NFB animators, as they are seen creating their animated classics. (24 minutes each.)	1070	2110	3120
OFL	*Art of Imitation, The (Animatronics); Electric Dreams (Computer Imaging); Optical Illusions (Optical Effects); Painting by Numbers (Digital Enhancements).* Scarborough, ON: Omega Film Ltd., 1994. Movie magic.	1070	2110	3120
NFB	*Cell Mates.* Montreal, PQ: National Film Board, 1992. Introduces students to the basics of cell animation by featuring the works of three Prairie-based animators. (12:30 minutes.)	1070	2110	3120

Other Resources (Continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
VEC	*Computer Animation Magic*. Toronto, ON: Visual Education Centre, 1991. Shows how computer animation sequences are built up step-by-step, from the construction of wire frame models to the addition of colour, lighting and texture. Dozens of examples show the application of computer graphics in fields such as advertising, news, production, architectural and product design, education, medicine, children's games and dramatic production. (58 minutes.)	1070	2110	3120
OFL	*Computer Visions*. Scarborough, ON: Omega Film Ltd., 1990. An overview of some of the best examples of computer graphics and animation. (58 minutes.)	1070 1080	2110 2120	3120 3130
CFDW	*Flipbook Movie*. Vancouver, BC: Canadian Filmmakers Distribution West, 1990. Flipbooks are employed to play within the animation form, featuring humorous and wonderful visual tales of worlds within worlds (Animation). (5 minutes)	1070	2110	3120
MCI	*Frog & Toad: Behind the Scenes*. Rexdale, ON: McIntyre Media Ltd., 1985. This factual "how to do animation" video uses characters from a children's book and shows the creation of characters in animation. The video cleverly intersperses with real time video and animation.	1070	2110	3120
VEC	*Futures 2: Graphic Design*. Toronto, ON: Visual Education Centre. *Graphic Design* is a 15-minute program that shows students how the graphic design profession offers them practical applications of mathematics in advertising, entertainment and communication. Introduces students to seven distinct graphic fields. Examples are drawn from USA Today, MTV and other workplaces where students observe this fast-paced career in action. Jaime Escalante and graphic designer Roland Young demonstrate the role of symmetry in creating a design. Authorized as a support resource for Design Studies.	1020 1030 1050 1080		
VEC	*Futures 2: Industrial Design*. Toronto, ON: Visual Education Centre. *Industrial Design* is a 15-minute program that demonstrates how mathematics is used by industrial designers as they develop new products for consumers. Jaime Escalante hosts the program and Syd Mead, industrial designer, is his guest.	1020		

Other Resources (Continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
VEC	*Gutenburg: The Birth of Printing.* Toronto, ON: Visual Education Centre. In this animated video, a girl and a boy narrate the historical development of print.	1050		
MLC	*History of Animation.* Richmond BC: Magic Lantern Communications Ltd., 1990.	1070	2110	3120
ITE	*Into Print Series #4, #6.* Mississauga, ON: International Tele-Film Enterprises Ltd., 1990. Program #4 discusses the subtle use of text in persuading people and presenting ideas. It is very relevant to design. Program #6 shows the advantages of using a computer over some traditional methods of graphic design. However, it points out that in spite of the new technology, a good idea is still essential to the creative process.	1050 1080	2070 2080	3080 3090
FWA	*Mad for Ads.* Kelowna, BC: Filmwest. A series of 26 episodes of TV's best commercials from around the world.	1020 1060		
MLC	*On Assignment Video Series.* Richmond, ON: Magic Lantern Communication, 1991. This series of videos includes the following titles: *The Video Guide to Basic 35mm Photography; Photographic Light; Photographic Design; The Studio; The Business of Photography; The Darkroom; Video Guide to Basic Videography*, and *Glamour Photography*.	1030 1060	2040 2050 2060 2130	3040 3050 3060 3070
OFL	*Part 1: Cinematography, Editing, Acting, Directing.* Scarborough, ON: Omega Film Ltd., 1994. Making Grimm movies.	1060	2090 2100	3110
MLC	*Photographic Vision, A Series.* Oakville, ON: Magic Lantern Communications, 1984. Includes the history of photography, a wide variety of subjects and treatments, experimentation with light and developing techniques. The following titles are available from ACCESS: The Education Station: *Artistic Expression; Seeing with the Camera*.	1020 1030	2040 2050 2130	

Other Resources (Continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
VEC	*Photography: A History.* Toronto, ON: Visual Education Centre, 1989. A short animated version of the history of photography is presented.	1030 1070		
CCP	*Radio & Television Commercial, The.* (2nd edition.) Albert C. Book, Norman D. Cary and Stanley Tannenbaum. Lincolnwood, IL: NTC Business Books, 1989. This resource includes how to analyze and create effective advertisements for television and radio. Key concepts and applications are supported by a wide variety of examples of commercials found in the marketplace today.	1060	2090 2100	3100 3110

ADDITIONAL SOURCES

Available to Career and Technology Studies (CTS) teachers, locally and provincially, are many sources of information that can be used to enhance CTS. These sources are available through the community (e.g., libraries, boards, committees, clubs, associations) and through government agencies, resource centres and organizations. Some sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

TEACHER–LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and nonprint resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content. Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education resources section.

ALBERTA EDUCATION SOURCES

Alberta Government telephone numbers can be reached toll free from outside Edmonton by dialing 310–0000.

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991 (Stock No. 161555)

  This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere,* 1988 (Stock No. 161399)

  This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Students' Physical Growth: Developmental Framework Physical Dimension,* 1988 (Stock No. 161414)

  This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

Other

- *Focus on Research: A Guide to Developing Students' Research Skills,* 1990 (Stock No. 161802)

  This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning,* 1990 (Stock No. 161521)

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied. ACCESS: The Education Station publishes listings of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the CTS videos, which are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this guide. The videos and accompanying support material can be obtained from ACCESS: The Education Station. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

GOVERNMENT SOURCES

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Career and Technology Studies strands. For a list of NFB films and videotapes indexed by title, subject and director, or for purchase of NFB films and videotapes, call 1-800-267-7710 (toll free) or Internet address: http://www.nfb.ca

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please contact ACCESS: The Education Station or consult the relevant catalogues in your school or school district.

The Edmonton Public Library and the Calgary Public Library have a selection of NFB films and videotapes that can be borrowed free of charge with a Public Library borrower's card. For further information, contact:

Edmonton Public Library
Telephone: 403–496–7000

Calgary Public Library
Telephone: 403–260–2650

For further information contact:

Statistics Canada
Regional Office
8th Floor, Park Square
10001 Bellamy Hill
Edmonton, AB T5J 3B6
Telephone: 403–495–3027
Fax: 403–495–5318
Internet address: http://www.statcan.ca

Statistics Canada produces periodicals, reports, and an annual year book.

Resource Centres

Urban Resource Centres

Instructional Services
Elk Island Public Schools
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 403–464–8235
Fax: 403–464-8033
Internet Address: http://ei.educ.ab.ca

Learning Resources Centre
Red Deer Public School Board
4747 – 53 Street
Red Deer, AB T4N 2E6
Telephone: 403–343–8896
Fax: 403–347–8190

Instructional Materials Centre
Calgary Separate School Board
6220 Lakeview Drive SW
Calgary, AB T3E 5T1
Telephone: 403–298–1679
Fax: 403–249–3054

School, Student, Parent Services Unit
Program and Professional Support Services Sub Unit
Calgary Board of Education
3610 – 9 Street SE
Calgary, AB T2G 3C5
Telephone: 403–294–8542
Fax: 403–287–9739

After July 1, 1997, please contact the School, Student, Parent Services Unit regarding the relocation of the Loan Pool Resource Unit.

Learning Resources
Edmonton Public School Board
Centre for Education
One Kingsway Avenue
Edmonton, AB T5H 4G9
Telephone: 403–429–8387
Fax: 403–429–0625

Instructional Materials Centre
Medicine Hat School District No. 76
601 – 1 Avenue SW
Medicine Hat, AB T1A 4Y7
Telephone: 403–528–6719
Fax: 403–529–5339

Resource Centre
Edmonton Catholic Schools
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, AB T6E 2H3
Telephone: 403–439–7356
Fax: 403–433–0181

Instructional Media Centre
Northern Lights School Division No. 69
Bonnyville Centralized High School
4908 – 49 Avenue
Bonnyville, AB T9N 2J7
Telephone: 403–826–3366
Fax: 403–826–2959

Regional Resource Centres

Zone 1

Zone One Regional Resource Centre
P.O. Box 6536
10020 – 101 Street
Peace River, AB T8S 1S3
Telephone: 403–624–3187
Fax: 403–624–5941

Zone 2/3

Central Alberta Media Services (CAMS)
182 Sioux Road
Sherwood Park, AB T8A 3X5
Telephone: 403–464–5540
Fax: 403–449–5326

Zone 4

Information and Development Services
Parkland Regional Library
5404 – 56 Avenue
Lacombe, AB T4L 1G1
Telephone: 403–782–3850
Fax: 403–782–4650
Internet Address: http://rtt.ab.ca.rtt/prl/prl.htm

Zone 5

South Central Alberta Resource Centre (SCARC)
Golden Hills Regional Division
435A Hwy 1
Westmount School
Strathmore, AB T0J 3H0
Telephone: 403–934–5028
Fax: 403–934–5125

Zone 6

Southern Alberta Learning Resource Centre (SALRC)
Provincial Government Administration Building
909 Third Avenue North, Room No. 120
Box 845
Lethbridge, AB T1J 3Z8
Telephone: 403–320–7807
Fax: 403–320–7817

OTHER GOVERNMENT SOURCES

Alberta Apprenticeship Program

Contact the Alberta Advanced Education and Career Development office nearest you or call the Alberta Career Information Hotline, 1–800–661–3753 (toll free). Edmonton: 403–422–4266

Alberta Labour
9940 - 106 Street
Edmonton, AB T5J 3N3
Telephone: 403–427–8848
Fax: 403–427–0999

Offices are also in Calgary, Camrose, Edson, Fort McMurray, Grande Prairie, Lethbridge, Medicine Hat, Red Deer and Vermilion.

PROFESSIONAL ASSOCIATIONS

Alberta Professional Photographers Association
c/o Pat Eisenbart, Executive-Secretary
16136 - 110B Avenue
Edmonton, AB T5P 4E6
Telephone: 403–483–4275

Calgary Society of Independent Filmmakers
500, 1304 - 4 Street SW
Calgary, AB T2R 0Y7
Telephone: 403–205–4747
Fax: 403–237–5838

Film and Video Arts Society - Alberta
2nd Floor, 9722 - 102 Street
Edmonton, AB T5K 0X4
Telephone: 403–429–1671
Fax: 403–429–1671
fava@worldgate.com

National Screen Institute - Canada
3rd Floor, 10022 - 103 Street
Edmonton, AB T5J 0X2
Telephone: 403–421–4084

Quickdraw Animation Society
104, 3009 - 23 Avenue SW
Calgary, AB T3E 0J3
Telephone: 403–249–0696

INDUSTRY ORGANIZATIONS

Graphic Arts Technical Foundation
200 Deer Run Road
Sewickley, PA USA 15143-2600
Telephone: 412–741–6860
Fax: 412–741-2311
http://www.gatf.lm.com

Kodak Canada Inc.
School Programs
3500 Eglinton Avenue West
Toronto, ON M6M 1V3
Telephone: 416–766–8233 (1–800–465–6325)
Fax: 416–761–4399

Free educational materials are available from Lesley Sparks, School Programs Director. Technical information is available from the Kodak Information Centre.

DISTRIBUTOR DIRECTORY

The entries in the Distributor Directory are arranged alphabetically by code.

CODE	Distributor/Address	Contact Via
ACC	ACCESS: The Education Station 3270 – 76 Avenue Edmonton, AB T6B 2N9	403–440–7777 Fax: 403–440–8899 1–800–352–8293 http://www.ccinet.ab.ca/access
CCP	Copp Clark Longman Ltd. See LRDC *Buyers Guide* for Information	
CFDW	Canadian Filmmakers Distribution West 100, 1131 Howe Street Vancouver, BC V6Z 2L7	604–684–3014 Fax: 604–684–7165
FHW	Fitzhenry & Whiteside Ltd. See LRDC *Buyers Guide* for information	
GNP	General Publishing Co. Ltd. 30 Lesmill Road Don Mills, ON M3B 2T6	416–445–3333 1–800–387–0172 Fax: 516–445–5967
ITE	International Telefilm Enterprises Suite 301, 5090 Explorer Drive Mississauga, ON L4W 4T9	905–629–3133 1–800–561–4300 Fax: 905–629–1211
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	403–427–5775 Fax: 403–422–9750 http://ednet.edc.gov.ab.ca/lrdc
MLC	Magic Lantern Communications Ltd. 19949 – 56 Avenue Langley, BC V3A 3Y2	604–530–2602 1–800–263–1818 Fax: 604–530–2603
MCI	McIntyre Media Ltd. 6845 Rexwood Road, Unit 2 Mississauga, ON L4V 1S5	905–678–9866 Fax: 905–678–2403
NFB	National Film Board of Canada 120-2, Canada Place 9700 Jasper Avenue Edmonton, AB T5J 4C3	403–495–3012 Fax: 403–495–6412

Distributor Directory (continued)

CODE	Distributor/Address	Contact Via
OFL	Omega Films Limited 70 Milner Avenue, Unit #7 Scarborough, ON M1S 3P8	416–291–4733 Fax: 416–291–7775 1–800–663–4238
PHP	Peter Hitchcock Productions 17 Poplar Plains Road Toronto, ON M4V 2M7	416–921–1021 Fax: 416–921–1189
VEC	Visual Education Centre 41 Horner Avenue, Unit 3 Etobicoke, ON M8Z 4X4	416–252–5907 Fax: 416–251–3720 1–800–668–0749

COMMUNICATION TECHNOLOGY

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Communication Technology.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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SAMPLE STUDENT LEARNING GUIDES

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BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

   This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

   In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

   This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

   This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

   This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note**: A module is "successfully completed" when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

   Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

   This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see "Student Learning Guide Template," pages J.5–10). Several sample student learning guides are also provided in this section (see "Sample Student Learning Guides," starting on page J.11.

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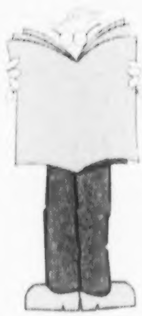
SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

WHEN SHOULD YOUR WORK BE DONE?

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

WHICH RESOURCES MAY YOU USE?

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ACTIVITIES/WORKSHEETS

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SAMPLE STUDENT LEARNING GUIDE

COM1030 Photography 1

COM1030 Photography 1

WHY TAKE THIS MODULE?

- Discover the magic of photography by using your camera to capture special moments and memories
- Gain confidence in the selection and use of cameras and film
- Experiment with composition and lighting
- Process your images into prints and share the results with others
- Explore the possibility of a communication career.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

To be successful however, you should have an interest in photography and be willing to experiment and share your photographs with others.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- use various photographic equipment, materials and processes to demonstrate basic photographic skills
- describe and/or use various processing methods; e.g., black and white, colour, digital
- describe the role of photography in society
- demonstrate basic competencies.

WHEN SHOULD YOU WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

COM1030 Photography 1

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
• A portfolio consisting of five photographs: – all of which are clearly focused and well composed – a "Photograph Log Sheet" with pertinent details	60%
• A test on basic photographic equipment, materials, processes and techniques	30%
• Appropriate presentation of your portfolio	10%
• Your efforts to develop and demonstrate management of your learning and the resources you use	Integrated Throughout

WHICH RESOURCES MAY YOU USE?

- Alesse, Craig. *Basic 35mm Photo Guide.*
- Walker and Walker. *Exploring Photography.*
- Sanders, Mark. *Communication Technology.*
- Johnson, Charles. *Communication Systems.*
- Lovell et al. *Handbook of Photography*

COM1030 Photography 1

ACTIVITIES/WORKSHEETS

Composition

Look through available magazines and select three or four photos which you feel are excellent. Why are the appealing? In deciding why consider the following:

- How rules of composition (e.g., rule of thirds, balance, "s" curve) have been used?
- How far away from the subject is the photographer?
- At what angle did the photographer take the picture?
- What is the background?
- Where was the light coming from when the picture was taken?
- What do you learn from the photograph?

Either in writing or through group discussion, describe your findings and identify things you would like to do when taking your own pictures.

Camera Types and Operation

- Identify a rangefinder, a single-reflex and/or a digital camera from several examples
- Identify the following parts of a camera: viewfinder, focusing ring, film advance, aperture and shutter controls, film rewind knob, film release button, ISO setting, frame counter, camera back opening latch, tripod mount
- Identify the ISO (International Standards Organization) guide number of the film being used and set it on the camera
- Take a light meter reading with your camera
- Mount the camera on a tripod and focus on a specific object
- Load some practice film into the camera to be used, advance several times and rewind and remove the film from the camera.

Taking and Processing Pictures

Load film into the camera, set the ISO guide number, set the shutter at about 1/125 of a second and make certain that the light meter works. Record all exposures on a photography log sheet. Identify correct exposures for specific lighting and camera techniques on the log sheet.

Use your knowledge of composition in composing each photograph.

Suggested pictures include:

- a moving car or bicycle
- a stop-action of another student jumping
- a close-up of a small object ½ metre away from the camera
- a head and shoulder portrait of another student
- a full-figure portrait of another student—try a triangular pose
- a composition with repeating lines, curves or shapes

- a composition that shows sharp edges (e.g., corner of a desk, cardboard boxes)
- a composition that shows soft edges (e.g., folds of cloth, a kitten)
- a composition showing lighting contrasts such as bright areas and strong shadows.

When you have taken all your pictures, rewind the film. Place protective lens cap and case back on the camera and return all equipment to your teacher. Process and print images or arrange for images to be processed and printed.

Critique of your Work

Select five of your images, each of which illustrates a different photographic technique or purpose, and mount them in your notebook for presentation. Identify the following for each:

- type of film used
- aperture and shutter speed
- source and direction of light
- describe what you were trying to achieve (e.g., a head and shoulder portrait or a pattern produced by repeating shapes)
- explain what makes the photo well composed
- identify what you would do to improve your technique.

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SAMPLE STUDENT LEARNING GUIDE

COM2060 Photographic Techniques 1

COM2060 Photographic Techniques 1

WHY TAKE THIS MODULE?

Although many people believe that a picture represents reality, this need not be the case. In this module, you will discover how, by changing the kind of lens that is used on the camera, the resulting image can be altered from what you actually see with your own eyes. In addition, you will have opportunities to manipulate the image after you have taken the picture.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: COM1030 Photography 1

COM2060 Photographic Techniques 1

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe the characteristics of different lenses and their applications
- apply depth-of-field principles to obtain a variety of results in completing photographic assignments
- describe and apply several darkroom and/or digital techniques, including cropping, contrast control, dodging, vignetting and burning in
- demonstrate basic competencies.

WHEN SHOULD YOU WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

COM2060 Photographic Techniques 1

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
• Portfolio consisting of 5 photographs demonstrating the application of three camera and two printing techniques, a "Photography Log Sheet" and written descriptions of the techniques used	70%
• A test demonstrating knowledge of metering, exposure principles, light sources, lenses and depth-of-field	20%
• Photo presentation and documentation (e.g., each photo suitably mounted, reflection log)	10%
• Your efforts to demonstrate management for your learning, management of resources and responsibility and safety.	Integrated Throughout

WHICH RESOURCES MAY YOU USE?

You can complete this module in a number of ways. If you have an electronic imaging camera, a disc can be used to record images and then they can be printed with a computer and laser printer. If you have access to a darkroom, film can be processed into negatives, which in turn can be enlarged into prints.

You will refer to the following resources:

- Howell-Koehler, Nancy, *Creative Camera*
- Langford, Michael, *Step-by-Step Guide to Photography*
- Lovell et al., *Handbook of Photography*
- London, Barbara and Upton, John, *Photography,5th Edition.*

COM2060 Photographic Techniques 1

ACTIVITIES/WORKSHEETS

Lenses and Related Ideas:

- To really appreciate lenses, you need to know a little about them – their construction, different types, effects achieved with them, cleaning procedures and handling techniques. Refer to the photography texts for more information.

Photographic Effects Created by Different Lenses:

- From the first activity above, you should now have some understanding of how lenses can be used to help capture unique and interesting images. Below are a number of effects that can be achieved by changing lens focal length. Locate pictures in magazines which illustrate several of these effects. Cut pictures out, mount them in your notebook, and suggest which lens you think was used to take the picture. Share your results with others.

    - Foreground and background in picture is out of focus
    - Only background of picture is out of focus
    - Everything is in focus
    - A picture with a very wide field of view
    - An extreme close-up of a small object
    - Head and shoulder portraits of people.

Taking and Processing Pictures

- Load your film into the camera, set the ISO, set the shutter at about 1/60 and make certain that the light meter works. Obtain an exposure log sheet to record all exposures. Ensure that lenses are clean.

    - use a normal lens and take a picture from ½ metre with a large and small aperture
    - take same pictures, only move back one or two metres
    - use a telephoto lens (100 mm or longer) and try some head and shoulder portraits
    - use a wide angle lens (35 mm or shorter) and try distorting an image
    - try a few creative free choice techniques.

- When you have taken all your pictures, rewind and remove the film from the camera. Place protective lens cap and case back on the camera and return all equipment to your teacher. Process the image, or arrange for them to be processed.

COM2060 Photographic Techniques 1

- When making prints, experiment with the following techniques:
    - make several prints of one image where you vary the contrast
    - vignette an image such as a portrait
    - combine more than one image on the same print
    - dodge (i.e., lighten) dark shadow areas of a print
    - burn in (i.e., darken) highlight areas of a print.

Critique Your Work

- Mount and present five prints demonstrating techniques showing at least three of the following:
    - same image showing a large and small depth-of-field
    - prints illustrating the effects achieved with short, normal and long lenses
    - a print showing multiple imaging
    - two or more prints illustrating burning and dodging techniques.
- With each mounted print, indicate the following:
    - type of film used
    - aperture, shutter, lens and camera to subject distance used
    - technique attempted
    - identify what you would do to improve your technique.
- Share your results with your teacher and other classmates.

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SAMPLE STUDENT LEARNING GUIDE

COM2090 Audio/Video 1

COM2090 Audio/Video 1

WHY TAKE THIS MODULE?

- Develop knowledge and technical skills in audio/video production.
- In this module you will complete at least one project and by doing so you will be better able to produce, analyze and critique personal and commercial audio/video productions.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Although there are no prerequisites identified for this module, *COM1060 Audio/Video Production 1* will provide you with helpful background knowledge.

You should be able to demonstrate basic video production skills and techniques (e.g., planning, scripting, sound recording, camera and lighting) prior to commencing this module.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- complete assignments/projects, using audio/video equipment
- develop skill in using production elements; e.g., lighting, sound, effects
- critique audio/video assignments
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

COM2090 Audio/Video 1

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
• A portfolio consisting of: – two short (one minute) assignments – one project (3–5 minutes) – setting up, use, dismounting of equipment – preparation and use of storyboard – application of production elements	80%
• A test demonstrating knowledge of audio/video technology and equipment	10%
• A written critique of one of your presentations	10%
• Your efforts to demonstrate managing your learning; managing resources and teamwork and/or leadership skills.	Integrated Throughout

WHICH RESOURCES MAY YOU USE?

- Johnson, Charles D., *Communication Systems*
- Peter Hitchcock Productions, *Successful Home Videos*
- Hitchcock, Peter, *Videography: Guide to Making Videos*
- Zettl, Herbert, *Video Basics*

ACTIVITIES/WORKSHEETS

- Define and demonstrate the following video techniques:

  - Content Shots: one shot, two shot, three shot, group shot
  - Field-of-Views\Shots: extreme long shot, long shot, medium shot, close-up extreme close-up, establishing shot
  - Camera Movement Shots: pan, tilt, dolly, truck, zoom
  - Special Effect Shots: iow angle, eye level/high angle, fade in/fade out, over-the-shoulder.

- Prepare a simple idea for an audio/video project and write a short description of how it would be developed through the following stages:
  - proposal/concept
  - treatment/plan
  - script
  - storyboard
  - production plan
  - the shoot
  - editing process
  - finished product.

- Produce two short assignments (one minute each) and one project (three to five minutes), and through these demonstrate knowledge of the following audio/video terminology and their application in production:

  - focal length
  - focus
  - aperture/F stop
  - depth-of-field

  - 3-point lighting
  - hard lighting/soft lighting
  - various lighting angles and directions

  - shot
  - scene
  - sequence
  - transition
  - cut
  - special effects
  - storyboard
  - continuity
  - credits
  - edit
  - dialogue
  - cutaways
  - glitch
  - visual/audio noise
  - microphone types
    - omni directional, unidirectional, boom, lavaliere

  - ambient sound
  - training
  - composition

  - head room
  - aspect ratio

- producer
- director
- camera operator production assistant
- lighting
- sound recordist
- audio director
- talent
- set designer
- writer.

- Identify and use the basic operation components of audio/video equipment during project work; for example:
  - battery pack
  - cassette loading compartment
  - power source and switches
  - VCR/camera selector
  - audio/video output adapter
  - lens operations
  - microphone (internal and external)
  - focus control
  - lighting accessories tripod
  - TV monitor
  - special camera features: fade, time, date, tracking, counter, memory, record preview, editing controls.
  - AC adapter
  - record/pause switch
  - viewfinder and features
  - playback/stop/eject feature
  - audio/video cable
  - VHF, audio/video connection cables
  - zoom control
  - white balance

- Present one of your assignments to your group for critiquing and submit all assignments for evaluation.

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